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ABSTRACT

The main objectives of this report about the Federal effort in early learning research are to assist the National Program on Early Childhood Education (NPECE) in planning its research and development program, to identify predicted "popular" areas of research for the future, and to identify possible NPECE funding sources. The report contains a variety of information about educational programs of the Office of Child Development, the U.S. Office of Education, the National Institute of Mental Health, the National Institute of Child Health and Human Development, the Office of Economic Opportunity, and the child care programs of the Appalachian Regional Commission and the Social and Rehabilitation Service. The report is comprised of four sections: Section I defines the area "early learning"; Section II identifies the bureaus, divisions or branches within agencies that are involved in early learning research, and describes the general educational research activities of these groups; Section III discusses a set of "fact sheets," one for each program that is focused on early childhood research, as well as for relevant miscellaneous programs; and Section IV contains a listing of project titles and money funded for FY 70, with tentative conclusions regarding research trends and needs. (Author/DB)

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National Program on Early Childhood Education

Federal Early Childhood Programs: A Description and Analysis of Research, Child Care, State Grant and Teacher Training Programs Pertaining to Young Children

Ellen Ouhl Searcy
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7 Office of Child Development. . . . .

8 National Institute of Mental Health . . . .

9 National Institute of Child Health and Human Development . . . .

OBJECTIVES AND OVERVIEW OF REPORTS

The main objectives of the interim report about the federal effort in early learning research are to assist NPECE in planning its research and development program, to identify predicted "popular" areas of research for the future, and to identify possible NPECE funding sources. The final report will focus on identifying areas of need not presently being explored by NPECE research programs.

As a first step in reaching these terminal objectives, it was agreed the interim report should contain descriptions of a general nature of the programs and plans of each agency involved in early childhood research (as opposed to detailed descriptions of individual research projects or studies--this will come later). Information on major child care and teacher training programs of the federal government was to be included also. Accordingly, this report contains a variety of information about the educational programs of the Office of Child Development, the United States Office of Education, the National Institute of Mental Health, the National Institute of Child Health and Human Development, and the Office of Economic Opportunity. The child care programs of the Appalachian Regional Commission and the Social and Rehabilitation Service are included also.

Because of the necessity of mutual understanding of definitions at the outset, the first section defines the area "early learning" as the term is used in this report. The definition with its details has been worked out with the Interagency Committee on Early Childhood Research.

The next section identifies the bureaus, divisions or branches within agencies that are involved in early learning research and describes the general educational research activities of these groups. Included in this section are charts showing the location of agency research groups. The fiscal year 1969 budgets of the organizational entities are compared.

The third section discusses a set of "fact sheets," one for each program that is focused on early childhood research activities. In addition to fact sheets on branch and division research programs, sheets have been included for state grant, child care and teacher training programs. Sheets also will be found on relevant miscellaneous programs. Amounts spent for research, child care and teacher training for three years are compared.

The fourth section contains a listing of project titles and money funded for fiscal year 1970. These are grouped by agency and research area. Some tentative conclusions regarding research trends and needs are made. (This information was prepared for the Interagency Committee's report.)

Organizing the material in Sections 2, 3, and 4 differently permits the examination of the subject on three bases: Section 2 gives an overview of federal educational and early childhood research efforts on an agency and organizational basis; Section 3 presents details on a program level of all agency activities related to our subject by virtue of a research, a learning, and/or an age level component; Section 4 discusses the 1970 research programs of each agency in early learning research. Thus, with the appropriate background presented in Sections 2 and 3, Section 4 focuses directly on the subject. The final report will be organized around individual research programs and projects.

I. DEFINITION OF THE FIELD

The attempt to do a descriptive or analytic survey of the federal effort in early child development research is confounded by the lack of agreement among agencies as to what constitutes the area "child development" as a field of investigation, or more precisely, what kinds of research may be excluded. The field may be as large or as small as one wishes to make it. For example, if it is decided to include health and nutrition studies, should studies on the health and diet of the mother as well as of the child be included? If developmental research is relevant, can the most significant of biomedical studies be excluded? Moving to another aspect, if studies on the effect of the family are essential, do studies of adoptive parents or unwed mothers have a place? Each expert may answer differently. While all appear to agree that each of the subjects mentioned can affect the development of the child, they do not agree on what topics are essential to the defining of the field.

Because of the lack of definition of "child development," and because of the need to set limits, it was decided this report will concentrate on projects in which the early learning or early education of children is one of the primary interests of the program or project. Thus, many research studies on health, nutrition, growth and development, and child welfare will not be covered in detail. And, since the report is concerned with research-related activities, detailed information on many government service programs will be excluded. Examples of these are day care, medical, counseling, conventional instruction and food service programs. However, this first report does include general information on a number of large service programs and on child welfare research because of their intrinsic and potential interest, and a decision may be made to include more information in these areas in another report.

The specification for early learning is set at ages 0 through 8, with 0 meaning at conception. As stated in the general instructions for project coding,[1] a project which covers ages beyond 8 is to be included only when it is estimated 25 per cent or more of the funding is applied within ages 0 through 8. (See Appendix A.) The taxonomy for classifying and coding federal research projects developed by the Interagency Committee for Early Childhood Research specifies the factors which further define early learning. (See Appendix B.)

Definitions of different kinds of research-related activities (taken from instructions for project coding) further specify the field to be covered. To be included are projects involving the following kind of activities:

1. Basic descriptive or analytic research
2. Applied research (includes intervention)
3. Methodological research (includes intervention)

4. Development of systems, materials, methods, media, equipment and facilities
5. Demonstration of new products or innovative approaches in a field setting
6. Overall program evaluation
7. Cost effectiveness studies
8. Research on diffusion or dissemination (includes training)
9. Other

The use of the term research-related activities or research, then, may include each kind of project listed above. Programs and projects described in the report *must* have a research, development, demonstration or evaluation aspect.

The final area to be defined has to do with the recipients of federal monies. Included in this report are *projects* contracted with individuals and profitmaking and nonprofitmaking institutions and *grants* made to state and local education agencies, schools and universities, all of which may subcontract with other organizations for work to be done. The inclusion of grants to educational agencies broadens the scope of the report so that Title I and Title III programs (classified for the most part as development or demonstration activities) can be reported. Because detailed information

8

often is unavailable or not readily obtainable for locally administered programs, Title I and Title III projects are not treated in detail. However, these programs make available large sums of money which can be used to carry on a variety of research-related activities. Their inclusion is justified on this ground.

II. THE FEDERAL EDUCATIONAL RESEARCH PROGRAM[2]

The Sponsors of Educational Research

Four of the five agencies containing bureaus which support educational research lie within the Department of Health, Education and Welfare. They are the Office of Child Development, the United States Office of Education, the National Institutes of Health, and the Health services and Mental Health Administration. The fifth, the Office of Economic Opportunity, reports to the Executive Office of the President. Figure 1 shows (with arrows) the three DHEW agencies which support educational research, including early learning research, and the fourth, the Office of Child Development, which supports child development research including early learning research. The organization of OEO is shown in Figure 2.

Two independent agencies sponsor report-relevant programs. The Appalachian Regional Commission coordinates a joint federal-state effort to develop the Appalachian region. This betterment effort includes the support of comprehensive child service programs. The National Science Foundation sponsors a varied program of educational research. (Charts are not included for these two agencies, which are treated briefly in this report.)

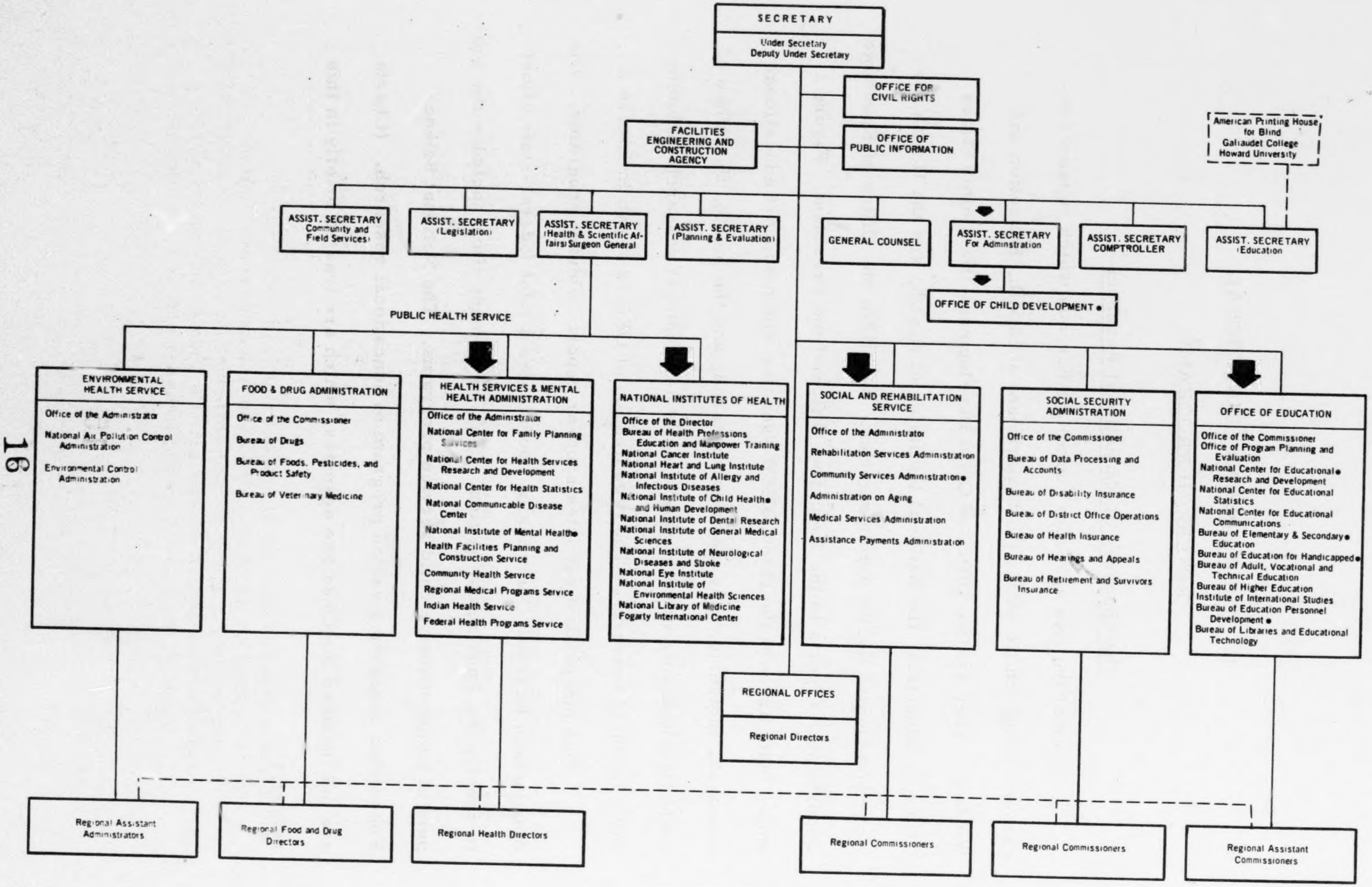
SECRETARY
Under Secretary
Deputy Under Secretary
OFFICE FOR CIVIL RIGHTS
FACILITIES ENGINEERING AND CONSTRUCTION AGENCY
OFFICE OF PUBLIC INFORMATION
American Printing House for Blind
Gallaudet College
Howard University
ASSIST. SECRETARY Community and Field Services)
ASSIST. SECRETARY (Legislation)
ASSIST. SECRETARY (Health & Scientific Affairs) Surgeon General
ASSIST. SECRETARY (Planning & Evaluation)
GENERAL COUNSEL
ASSIST. SECRETARY For Administration
ASSIST. SECRETARY COMPTROLLER
ASSIST. SECRETARY (Education
OFFICE OF CHILD DEVELOPMENT ●
PUBLIC HEALTH SERVICE
ENVIRONMENTAL HEALTH SERVICE
Office of the Administrator
National Air Pollution Control Administration
Environmental Control Administration
FOOD & DRUG ADMINISTRATION
Office of the Commissioner
Bureau of Drugs
Bureau of Foods, Pesticides, and Product Safety
Bureau of Veterinary Medicine
HEALTH SERVICES & MENTAL HEALTH ADMINISTRATION
Office of the Administrator
National Center for Family Planning Services
National Center for Health Services Research and Development
National Center for Health Statistics
National Communicable Disease Center
National Institute of Mental Health ●
Health Facilities Planning and Construction Service
Community Health Service
Regional Medical Programs Service
Indian Health Service
Federal Health Programs Service
NATIONAL INSTITUTES OF HEALTH
Office of the Director
Bureau of Health Professions Education and Manpower Training
National Cancer Institute
National Heart and Lung Institute
National Institute of Allergy and Infectious Diseases
National Institute of Child Health ● and Human Development
National Institute of Dental Research
National Institute of General Medical Sciences
National Institute of Neurological Diseases and Stroke
National Eye Institute
National Institute of Environmental Health Sciences
National Library of Medicine
Fogarty International Center
SOCIAL AND REHABILITATION SERVICE
Office of the Administrator
Rehabilitation Services Administration
Community Services Administration ●
Administration on Aging
Medical Services Administration
Assistance Payments Administration
SOCIAL SECURITY ADMINISTRATION
Office of the Commissioner
Bureau of Data Processing and Accounts
Bureau of Disability Insurance
Bureau of District Office Operations
Bureau of Health Insurance
Bureau of Hearings and Appeals
Bureau of Retirement and Survivors Insurance
OFFICE OF EDUCATION
Office of the Commissioner
Office of Program Planning and Evaluation
National Center for Educational ● Research and Development
National Center for Educational Statistics
National Center for Educational Communications
Bureau of Elementary & Secondary ● Education
Bureau of Education for Handicapped ●
Bureau of Adult, Vocational and Technical Education
Bureau of Higher Education
Institute of International Studies
Bureau of Education Personnel Development ●
Bureau of Libraries and Educational Technology
REGIONAL OFFICES
Regional Directors
Regional Assistant Administrators
Regional Food and Drug Directors
Regional Health Directors
Regional Commissioners
Regional Commissioners
Regional Assistant Commissioners
MAY 1971

Fig. 1 DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

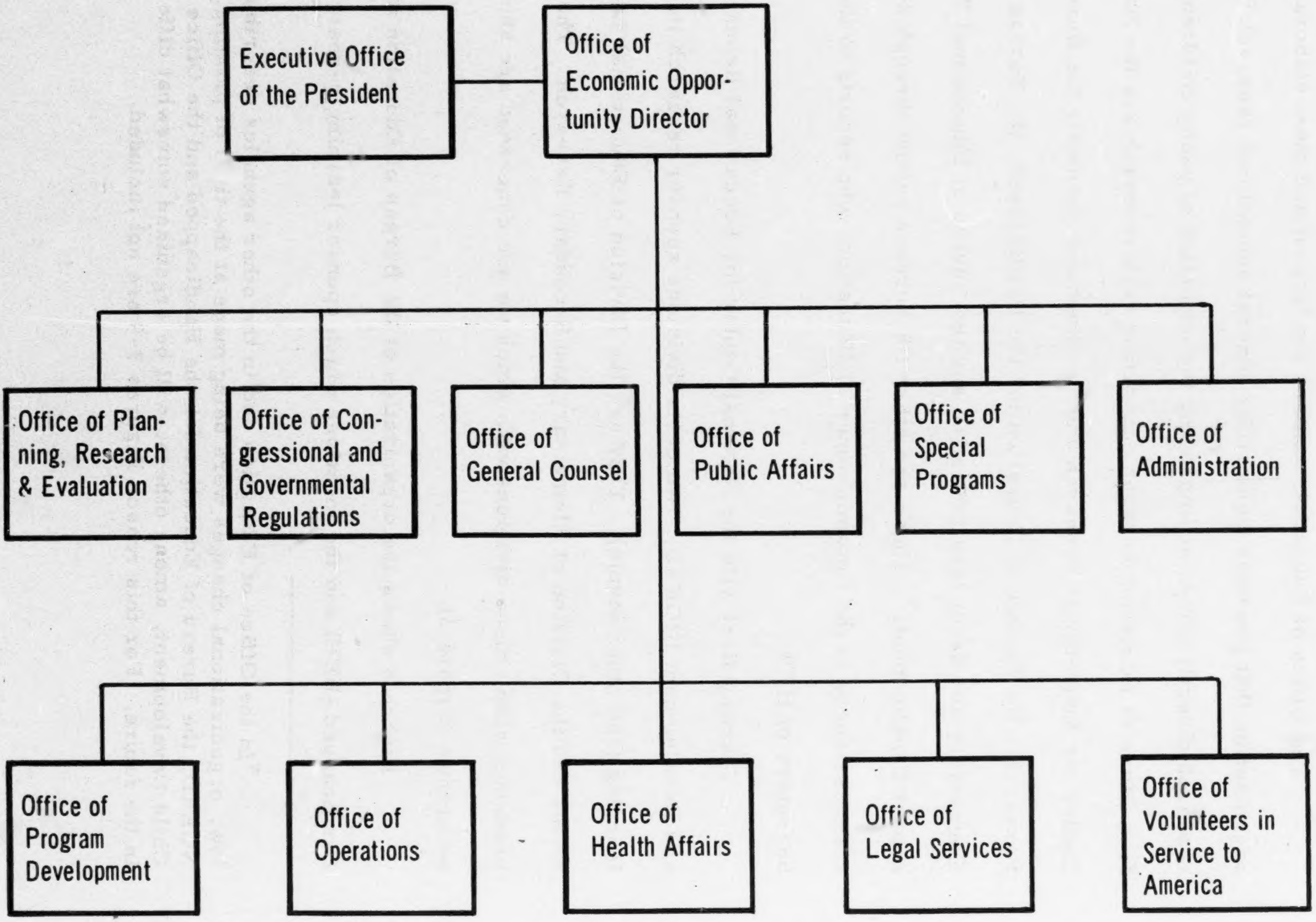
Executive Office of the President
Office of Economic Opportunity Director
Office of Planning, Research & Evaluation
Office of Congressional and Governmental Regulations
Office of General Counsel
Office of Public Affairs
Office of Special Programs
Office of Administration
Office of Program Development
Office of Operations
Office of Health Affairs
Office of Legal Services
Office of Volunteers in Service to America

Fig. 2 EXECUTIVE BRANCH

United States Office of Education

The Office of Education contains the largest and most elaborate organization that provides support for general educational research and research directly aimed at improving the education of young children. The four Office of Education bureaus supporting such research are the National Center for Educational Research and Development (formerly the Bureau of Research), the Bureau of Education for the Handicapped, the Bureau of Elementary and Secondary Education and the Bureau of Educational Personnel Development.* These and other OE bureaus report through deputy commissioners to the Commissioner of Education, who reports to the Secretary of HEW.

Starting first with the National Center for Educational Research and Development (NCERD), two of its divisions sponsor research in early learning (and other levels). They are the Division of Educational Laboratories and the Division of Elementary and Secondary Research. The branches within these divisions with which we are concerned are shown by arrows (Figure 3).

Figure 4 shows the organization of the Bureau of Education for the Handicapped (BEH) and the locations which sponsor learning research for elementary and preschool levels. These are in the Division of Educational Services and the Division of Research which support a variety of research programs.

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*In the Office of Education and in the other agencies described below, organizational changes were being made at the time of printing. Thus NCERD, the Bureau of Education for the Handicapped and the Office of Child Development, among others, will be organized somewhat differently in the future. For this reason Figures 3-9 are not included.

The Bureau of Elementary and Secondary Education (BESE), Figure 5, administers large state and local grant programs of Title I, Title III and Title VII of the Elementary and Secondary Education Act of 1965 (ESEA), from the Division of Compensatory Education and the Division of Plans and Supplementary Centers. These grant programs support research-related activities, i.e., program development and demonstrations for preschools for all school age levels. The Follow Through Program is located in the Division of Compensatory Education.

The Division of School Programs in the Bureau of Educational Personnel Development (BEPD), Figure 6, administers the early childhood personnel training program. The state grants program for preschool (and other) personnel development is located in the Division of Program Resources.

Office of Child Development

The Office of Child Development, Figure 7, located in the Office of the Secretary of Health, Education and Welfare, centers its program of research and evaluation support in the Research and Evaluation Division of the Children's Bureau. OCD's infant and child care programs are administered by the Head Start and Early Childhood Bureau. The Parent and Child Centers Division in the latter bureau supports comprehensive child care for ages 0 through three, and the 4-C's Division in the Children's Bureau provides technical assistance for Community Coordinated Child Care programs.

Other HEW Research Support

Two other agencies provide important research support of benefit to education and early learning research. They are the National Institute of Mental Health (located in the Health Services and Mental Health Administration, Figure 1) and the National Institute of Child Health and Human Development (one of the National Institutes of Health, Figure 1). HSMHA and NIH both report to the Assistant Secretary for Health and Science Affairs.

The Center for Studies of Child and Family Mental Health in the Division of Special Mental Health Programs coordinates the NIMH research relevant for this report. Research grants are made by the Division of Extramural Research (Figure 8). In the National Institute for Child Health and Human Development, early childhood research is sponsored by the Center for Population Research, the Office for Extramural Programs, and the Office of Intramural Research, in other words by divisions throughout the agency (Figure 9).

Office of Economic Opportunity

The principal responsibility for research activities in the Office of Economic Opportunity (Figure 2) rests in the Office of Planning, Research and Evaluation (OPRE). Research in areas of interest for this report is directed by the Office of Research and Evaluation in OPRE. This office works in cooperation with the Office of Program Development which develops and tests experimental approaches to child care in practical applications.[3] The Human Resources Development Division of the Office of Program Development sponsors also a number of day care analysis and assessment studies.

Non-Federal Research Support

The support by nongovernment agencies (private foundations, private industry, professional organizations) of educational research, including early learning research, is reviewed in a 1969 NCERD document, Educational Research and Development in the United States.[4] This document also describes educational research as it is supported by state governments and carried out by local education agencies. It has been used extensively in the preparation of this report and is recommended to those looking for details on many aspects of the educational research picture in this country.

A Brief Description of Agency Research Programs

National Center for Educational Research and Development

The United States Office of Education provides the greatest amount of government funding support for educational research, and within USOE it is the National Center for Educational Research and Development which is most directly concerned with such research. In fiscal year 1969, the operating budgets of the two NCERD divisions doing early childhood research (Figure 3) totalled $44.2 million. This figure indicates research support for all age levels. (Some additional $29 million was funded for construction and equipment.)[5]*

The Division of Elementary and Secondary Research in NCERD has supported for the most part unsolicited project research; that is, research proposed by an applicant which has a few well-defined objectives and activities that can be completed in a specified period of time. The Basic Studies Branch of that division provides project support for research that develops and refines the base of theoretical and empirical knowledge of relevance to education.[6] Research supported by this program is expected to produce generalizable knowledge potentially relevant to topics such as the following:[7]

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*1969 figures are used in this section because this is the latest year for which amounts for organizational levels are available in reasonably comparable terms.

1. The learner, including all cognitive, affective, and sensori-motor functions
2. The teacher and the instructional process
3. Environmental influences on the educational process, including political and economic influences
4. Educational organization and finance
5. Interrelations among the topics enumerated above
6. Systematic model and theory building
7. Research methodology

The Instructional Materials and Practices Branch provides project support for the design, development, evaluation and demonstration of total curricula or curricular components, for use at the preschool, elementary or intermediate levels.[8] An Organization and Administration Studies Branch provides project support for research, development and demonstration activities as they are focused on materials and practices related to the organization and administration of programs, institutions and systems for preschool through secondary levels.[9]

The Division of Educational Laboratories provides program support, through its two branches, for activities that require continuous intensive research over an extended period of time, that is, for program research.[10] The Laboratory Branch administers funds for a network of fifteen regional laboratories which concentrate on the development and demonstration of a range of alternatives to existing educational practice.[11] The laboratories are organized as autonomous, nonprofit institutions with complementary research programs. Building on an already existing research base, the laboratories draw upon community-based and country-wide resources in their efforts to fill the development gap between research findings and classroom practice.[12] Colleges, universities, state educational agencies, local schools, private industry, and other educational interests have contributed to the development and validation of instructional systems, materials and techniques to help solve pressing educational problems at all age levels.

The Research and Development Centers Branch supports nine university-based R&D centers and the National Program for Early Childhood Education. "Centers are established at universities and other institutions with staffs whose exceptional competency in a particular problem area can be expected to produce early, continuous and significant educational advances."[13]

"Through close working relationships with state departments of education, local school systems, regional educational laboratories, Title III ESEA centers, and other appropriate agencies, the research and development centers place major emphasis on generating knowledge and developing educational models and procedures which may later be adapted and refined by cooperating laboratories and schools."[14] Two of the nine centers support research related to early learning.

The National Program on Early Childhood Education consists of the National Coordination Center and R&D centers located at seven universities across the country. "The purpose of the NLECE is to provide the knowledge by which all young children may develop the competencies to master their environments and live effectively in a rapidly changing society. Based on the knowledge that environmental conditions profoundly affect the rate and course of human development, the work of the Laboratory focuses upon the early years as a critical age period for maximizing human potential."[15] (In 1970, the name of the Laboratory was changed to the National Program on Early Childhood Education. The above statement taken from the 1969 annual report still applies.)

The primary objective of the NPECE is to develop comprehensive early education models. NPECE pursues this objective through supporting research aimed at knowledge base development, the development of instructional programs based upon this research, and the evaluation of theories and methods of early childhood education.[16] An overriding concern is that these early education models meet the following criteria: (1) they must be replicable under a variety of conditions, (2) they must provide a means for self-correction as new knowledge comes to light, and

(3) they must represent the best evidence concerning the early learning process and early education.[17] (Appendix C lists titles and addresses of the regional laboratories, the R&D centers, and the components of NPECE.)

Arts and Humanities Program

The Arts and Humanities Program is responsible for both research and development projects and for a variety of coordination activities for the Office of Education. The Program promotes extension and improvement of education in the arts and humanities in the formal school system, in community groups and in education programs of museums, cultural centers and arts councils. In its work of improving arts and humanities instruction, this Program often works in cooperation with the National Endowment for the Arts and the Humanities. The research budget for 1969 was $1.7 million.[18*]

Regional Research Program

The Regional Research Program sponsors a program of Small Project Research and one of Research Development Grants which are aimed at encouraging small-scale research and providing research support to small educational institutions throughout the country. "Small research projects are defined as activities which require no more than $10,000 from the Office of Education and take no longer than eighteen months to complete. These are supported out of a special allocation to encourage a broad range of college and university personnel to gain experience in research and to support other significant small-scale educational research projects."[19]

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*At the time of writing, this program and the following one were administered at the Bureau level, hence their treatment under separate headings.

"Research development grants provide institutional support for the development of educational research programs in colleges with limited previous research involvement. The funds may be used to research their own educational problems or to evaluate promising innovations. Consortiums of colleges may receive support, renewable up to three years at decreasing levels, to combine their ideas and competencies in research development activities."[20] Regional offices of the Office of Education administer the programs, thus facilitating consideration of proposals and bringing assistance, evaluation and monitoring closer to those working on the projects. Three million dollars was budgeted for fiscal year 1969.*

The Bureau of Education for the Handicapped

The Bureau of Education for the Handicapped through two divisions, the Division of Research and the Division of Educational Services, administers after NCERD the largest extramural research program in the Office of Education. In 1969, the Division of Research had an operating budget of $15 million.[21] The Division of Educational Services sponsoring research-related activities, both directly and indirectly, provided in 1969 some $92 million of support ($85 million for aid-to-states grants).[22] This Bureau also has teacher education and recruitment programs administered by the Division of Training Programs with some $30 million budgeted in 1969.[23]

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*See footnote on page 17.

"The Division of Research is conceived as an operating arm of the Bureau. Its research support is aimed at delivering to the other divisions of the Bureau proven and operational educational techniques that can be put into practice."[24] The Division is organized into three Branches, two of which are operational (Figure 4).*

The Projects and Program Research Branch administers the project research grants, research development grants, and the research and development centers. The Research and Development Centers Program is a major emerging activity of this Branch. (One Center was operational in 1969 and two had applications approved.)[25] These Centers have the primary objectives of research, demonstration and dissemination. They are expected to produce new ideas, materials and techniques for solving the most complex and difficult educational problems of the handicapped and to do it faster and more efficiently than can be done under other programs. They will bring about "a systematic attack on major problems which are now being approached by isolated research on a piecemeal basis."[26] In addition to this and other activities, this Branch supports a project research program, for which $2 million was budgeted in 1969. (See the outline below for a summary of programs for the handicapped described in this section.)

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*One is now operational. See below.

Outline of Major Programs for the Handicapped

Division of Research

- Projects and Programs Research Branch
    - Research and Development Centers
    - Project Research
    - Regional Resource Centers

Division of Educational Services

- Instructional Materials Centers
- Media Services and Captioned Film Branch
- Project Centers Branch
    - Handicapped Early Education Program
    - Centers and Services for Deaf-Blind Children
- Aid-to-States Branch
    - Administers ESEA appropriations for the Handicapped

The Research Laboratories and Demonstration Branch is responsible for regional demonstrations, curriculum development and evaluation, and media project grants.[27] The Instructional Materials Centers Program is an important activity of this Branch. (Thirteen Centers were established by 1969 at a cost of $3 million.) These Centers, through a national network, serve to acquire and disseminate instructional materials for the handicapped, to develop and evaluate new materials, and to encourage the outside production of materials found to be effective.[28] It is expected that the number of federally supported centers will decrease in the next few years and state sponsored activity will increase.[29] This Branch also administers the Regional Resource Centers program. The number of Regional Resource Centers is expected to increase (four awards were made in 1969). These Centers will provide teachers and other school personnel with help in making student diagnostic evaluations and developing instructional strategies to meet each child's needs.[30]*

The Research and Development Centers, the Instructional Materials Centers and the Regional Resource Centers represent major current or future programs of fairly recent origin in the Division of Research.

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*See chart on page 20. The Research Laboratories and Demonstration Branch is no longer functional. The Regional Resource Centers are run by the Projects and Programs Branch, while the Instructional Materials Centers Program has been transferred to the Division of Educational Services.

Additional activities are described in the 1969 Annual Report of the National Advisory Committee on Handicapped Children.[31]

In the Division of Educational Services, Figure 4, the Media Services and Captioned Films Branch is authorized to provide for a free loan service of acquired or specifically produced captioned films for deaf persons. It also supports the development, evaluation and demonstration of educational materials for the deaf and, in cooperation with Regional Media Centers, the production of materials for presentation in a variety of media.[32] With a fiscal year 1969 budget of $4.75 million, this program is expected to eventually include the development of materials for other than deaf handicapped children.

The Project Centers Branch supports two major programs, the Handicapped Children's Early Education Program and the Centers and Services for Deaf-Blind Children Program. The Early Education Program "supports the establishment and operation of model preschool and early education projects designed to demonstrate a variety of effective approaches in assisting handicapped children in their early years."[33] This program is concerned with mentally retarded, visually handicapped, emotionally disturbed, physically crippled or other health impaired children, from birth to age 8. The long-range objective of the program is to provide visible, accessible models that public schools and other agencies may adapt to their own situations. Another objective is to provide and widely disseminate information to the general public about the handicapped child's problems and potentialities, and the methods and effects of early intervention. In 1969, the first year of operation, $1 million was made available to fund 24 model centers.[34] Funds were tripled for 1970.

The centers and services program for deaf and blind children established eight regional centers in 1969 with an appropriation of $1 million.[35] "Regional Centers are administrative and organizational in nature, utilizing every available resource throughout each region which may provide services for deaf-blind children."[36] Mandated to develop innovative programs, the Centers provide comprehensive diagnostic and evaluative services for deaf-blind children, and consultative services for parents, teachers and others who play a direct role in the lives of deaf-blind children. Funds were doubled for this program in 1970.

The Aid-to-States Branch of the Educational Services Division administers the appropriations for the education of the handicapped authorized by Title VIA, by Title I and by Title III of the Elementary and Secondary Education Act, as amended. The total amount provided by federal funding for 1969 under the three titles is estimated at $85 million (includes estimated $26 million for Title III support).[37] (See Section III for details of legislative authorizations.)

Bureau of Elementary and Secondary Education

The Bureau of Elementary and Secondary Research does not support research programs or projects as such. Rather BESE, through the operation of its various programs, sponsors activities many of which have a research-related component. Among the major programs of interest to this report are those authorized by Titles I, III and VII of the Elementary and Secondary Education Act of 1965, as amended. Through Title I, BESE supports compensatory and remedial instruction for educationally deprived children, that is, for children of low-income families, or for children in institutions for the neglected and delinquent. For Title I funds, local programs are approved at the state level. Title III provides grants for the planning and establishing of supplementary educational centers and services. These centers develop innovative or exemplary educational programs which are in accord with a state plan which focuses on state and local needs. Title VII grants are made to local agencies to provide new and imaginative programs for children with limited English-speaking ability or from primarily non-English-speaking environments.[38] The Follow Through Program (administered by BESE but supported by OEO funds) provides a comprehensive child development program for children from low-income families who have had a year of Head Start experience. Follow Through programs generally have a research and development component. (Follow Through is authorized by the Economic Opportunity Act of 1964.)

Title I and Follow Through funds are administered by the Division of Compensatory Education. Title III and Title VII (bilingual education) are administered by the Division of Plans and Supplementary Centers. Much of BESE's financial support goes directly to state and/or local education agencies, for some of which the legislation permits or requires cooperation with community organizations. Three more divisions administer the remainder of BESE's state and local school programs (Figure 5).*

In fiscal year 1969, BESE, through all of its programs, was responsible for \$2.5 billion in federal grants.[39] Of this amount, Special Programs for Educationally Deprived Children (Title I) was allocated \$1.12 billion,[40] Supplementary Educational Centers and Services (Title III) was allocated \$164.87 million[41] and \$7.5 million was appropriated for Bilingual Education Programs (Title VII).[42] Follow Through received some \$30 million of OEO funding in 1969.[43]

Bureau of Educational Personnel Development

The Early Childhood Program of the Bureau of Educational Personnel Development, operated from the Division of School Programs, is designed primarily to contribute to the reduction of shortages of teachers of very young children.[44] The State Grants Program is aimed at reducing teacher shortages in all critical areas. In 1969, the State Grants Program funded 24 early childhood projects out of a total of 395.[45] (Its total operating budget for 1969 was $15 million.) The Early Childhood Program budget was $4 million in 1969. These programs are described in greater detail in the following section.

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*For more information on the above-mentioned research-related programs, see Section III and the reference material listed in the Bibliography.

Office of Child Development

The Office of Child Development (Figure 7) was established in 1969 after the President's message calling for a national commitment to a program for the development of young children to their fullest potential. Located in the Office of the Secretary of Health, Education and Welfare, the functions of the Office of Child Development, according to an informal OCD memorandum, include long-range planning for and operation of children and parent programs, coordinating the children's programs which are administered by the operating agencies of HEW, and formulating legislative proposals. In addition, OCD is to provide technical assistance to states and other public and private organizations in the area of children's health and social services. Although much of the work of OCD is focused on the early years of life, its concern extends to all children and youth.[46]

Through its two Bureaus, OCD also carries out the following functions:

The Bureau of Head Start and Early Childhood is responsible for the administration of the Head Start and Parent and Child Centers programs (both delegated from OEO). It is responsible for the development of policies and standards for preschool and day care activities operated under Aid to Families with Dependent Children and Child Welfare Services, provides technical assistance to state agencies administering such programs, and reviews and concurs in state plans for these services. The Bureau concurs in the allocation of funds for child care services in connection with the Work Incentive Program, as well as in state plan provisions for WIN day care.[47]

Transferred to OCD from the Social and Rehabilitation Service are those functions of the Children's Bureau which are specified under the ACT of 1912 creating the Bureau, namely: "To investigate and report on all child life among all classes of people." The Children's Bureau, operating within OCD, identifies areas requiring the development of new programs and sets up study groups to prepare ideas. It is responsible for carrying out research and demonstration and training functions in the field of child development and develops standards, guidelines and technical assistance materials for use in carrying out children's programs, with the exception of preschool and day care. The Bureau identifies areas requiring new or revised policies and regulations and, in cooperation with state and local agencies and private organizations, works to stimulate increases in the availability and quality of children's services throughout the country. The Bureau is responsible for preparing pamphlets and other materials on child development programs and provides leadership to the Coordinated Community Child Care (4-C) Program.[48]

The Research and Evaluation Division of the Children's Bureau administers research funds and provides leadership in developing Department-wide research strategy. Its program covers a range of child development topics, including infant and child care, learning, and social policy. This Division administers Head Start evaluation funds and works with other agencies in the development of a government-wide evaluation strategy.

The Division also collects, analyzes and interprets research reports on child life studies as well as information on promising models for various types of service programs.[49]

In 1969 and 1970, funding of research, demonstration and evaluation studies for all age levels (infants, children and youth) totalled some $4 million.[50] The 1969 Head Start funds administered by the Head Start and Early Childhood Bureau for operating programs totalled $328 million.[51]

The child care component of the Aid to Families with Dependent Children Program and the child care portion of the Work Incentive Program, mentioned above, are administered by the Community Services Administration of the Social and Rehabilitation Service. The AFDC child care obligation for 1969 was approximately $75 million; WIN funded obligations of $9.6 million for child care in 1969.[52] These two programs and the child welfare research and demonstration grants program, also administered by SRS, are described in Section III.

National Institute of Mental Health

The National Institute of Mental Health has as its basic mission the development of "knowledge, manpower and services to prevent mental illness and to promote and sustain mental health."[53] In the pursuit of its goals, NIMH operates a broad grants program which includes support for research related to education.

The Division of Extramural Research Programs in its Behavioral Sciences Research Branch supports research in such areas as cognitive processes, personality development, and learning problems. Research in this Branch and in the Applied Research Branch may apply to both children and adults.

The Center for Studies of Child and Family Mental Health, with five sections, has an Early Child Care Research Section, which concerns itself with "family-centered early intervention programs and other preventive measures which promote maximum cognitive growth and development of the child."[54] The School Mental Health Research Section of the Center is concerned with research on programs to train teachers as mental health workers using the classroom as a therapeutic milieu, and with research on innovative school programs developed on behavioral science models. Other sections in this Center of NIMH whose work may be of interest for this report are the Services to Disturbed Children Research Section and the Family Life Research Section.

The total NIMH budget for mental health research was $73.4 million in 1969.[55] Using a very broad concept of relatedness, the total for mental health research related to education was about $36.9 million.[56] And using a narrow definition, the amount earmarked for early learning was approximately $83 million.

National Institute of Child Health and Human Development

The National Institute of Child Health and Human Development, through its intramural and extramural research programs, provides substantial support for education-related research. Much of the research supported by NICHD may be said to bear some relationship to child learning. In 1969, the total estimated NICHD extramural research budget was $43.2 million.[57] Of this amount, $3.6 million is the 1969 budget for research designated as learning research for all age levels and including animal research.[58]*

The main objective of NICHD is to foster, conduct and support research and training in the processes of human development--the basic biogenetic and environmental processes. The Institute is interested in how these processes assist individuals both in adapting to societal demands and achieving the higher forms of cognitive learning and abstract reasoning.[59]

Some of the specific areas in which NICHD supports research related to learning are neurophysiological aspects of learning, effects of impoverishment on intellectual functions, specific mental processes such as perception, attention, sensory processes, and memory, developmental aspects of intellectual capacities as these relate to age, race, and socioeconomic status, and the role of motivation, affect, social conditioning, incentives and cognitive style on normal and mentally retarded persons.

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*Figure provided by NICHD Program Statistics Branch.

Office of Economic Opportunity

In Educational Research and Development in the United States, it is stated, "More than in any other major agency of the federal government, the educational R&D efforts of the Office of Economic Opportunity (Figure 2) are directed toward determining the best direction which operational programs of the various parts of OEO should take. OEO's R&D efforts are clearly directed to the solution of problems identified in the course of serving, through education, in the War on Poverty."[60]

This orientation is made clear in the description of the research and evaluation functions of OEO's Office of Planning, Research and Evaluation.

> The basic roles and organization of PR&E have remained essentially unchanged since its establishment. During 1969, however, definite changes in program emphasis have been made, primarily because of new conceptions of the Office of Economic Opportunity's "spin-off" function, the clear primacy of research, development, innovation and evaluation functions in the Office of Economic Opportunity's mission and the Office of Economic Opportunity Director's dual assignment as a Presidential Assistant.
>
> PR&E's organization follows closely its major roles. The Research Division develops and implements an overall research program to provide basic information needed to reduce poverty. While some of this research is conducted "in-house," the bulk of it is carried out through grants and contracts with private and public institutions. The Research Division also develops long-range and short-range planning alternatives for the elimination of poverty, and translates the long-range alternatives into an approved multi-year national anti-poverty program plan.

> PR&E's Evaluation Division develops evaluation techniques and methodology for measuring program progress toward the objectives of the Office of Economic Opportunity and other anti-poverty programs, and designs and monitors major evaluations of the Office of Economic Opportunity program effectiveness carried out on contracts with the agency.[61]

The total OEO operating budget for research in fiscal year 1969 was $14.3 million divided among Head Start, Follow Through and Community Action programs. The amount budgeted for Head Start research, demonstration and evaluation was $6 million, for the same activities for Follow Through the amount was $4.3 million and $4 million supported CAP research and demonstration programs.*

National Science Foundation

The National Science Foundation, an independent government establishment, supports research and development activities in science education, and research on learning and other areas relating to education. Four organizational entities in the NSF bear responsibilities for education-related research and development activities.[63] These are the Division of Pre-college Education in Science, Division of Undergraduate Education in Science, Office of Computing Activities, Division of Biological and Medical Sciences. The Office of Computing Activities--Education and Training Programs, and the Division of Biological and Medical Sciences conduct research along lines relevant for this report. Some areas of research for the latter, for example, are neurophysiological mechanisms in behavioral, sensory, perceptual and other complex processes and in animal behavior and ethnology.[64] FY 69 obligations for educational computing projects totalled $2.7 million, for medical research, $51.2 million.[65]

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*From page 59 of reference 12.

Appalachian Regional Commission

The Appalachian Regional Development Program was established in 1965 by act of Congress to promote the economic and social betterment of the Appalachian region. The program is directed by the Appalachian Regional Commission, a joint federal-state agency.[66]

In 1970 a grant program was established to provide comprehensive child development services in designated demonstration regions. Planning grants were made available to states to promote the planning of state-wide child development programs. Public and private nonprofit organizations are eligible for project grants, if the projects are consistent with the state plan and priorities. Projects will provide infant education as well as health and welfare services. The Child Development Program is just getting under way with the approval of a number of state planning grants. The obligations for fiscal year 1970 are $209,000, for 1971, $8 million.[67]

Agency Funding Summary and Discussion

Table 1 shows the 1969 funding obligations for educationally relevant research (age not differentiated) and/or early childhood research of the agencies discussed in Section II, plus funding for the child care and state educational grant programs described in this section. Because the information in the table came from different sources (see text) and because agencies often follow different practices in reporting data, it must be remembered the amounts given may not be strictly comparable. However, the contrasted amounts serve to show the difference in emphases given to educational research by the various agencies.

Table 1

FY 1969 Agency Monies for Educational Research,
All Ages, and Child Care
(In millions of dollars)

Office of Child Development	
Head Start-Child Care	328.0
National Center for Educational Research and Development	
Division of Elementary and Secondary Research	9.8
Division of Educational Laboratories	34.4
Bureau of Education for the Handicapped	
Division of Research	15.0
Division of Educational Services (including $85 million in state grants)	92.0
Division of Training Programs	30.2

Table 1 (continued)

Bureau of Elementary and Secondary Education	
Division of Compensatory Education	**1,120.0**
Follow Through Programs	**30.0**
Division of Plans and Supplementary Services	**172.3**
Bureau of Educational Personnel Development	
Division of School Programs (including $15 million in state grants)	**19.0**
National Institute of Mental Health	
Division of Extramural Research	**36.9**
National Institute of Child Health and Human Development	**43.2**
Office of Economic Opportunity	
Office of Planning, Research and Evaluation (Community Action programs excluded)	**10.3**
Appalachian Regional Commission	
Child Development Program	**(none in 1969)**
National Science Foundation	**2.7***

***For educational computing activities only**

Adding the amounts funded by the National Center for Educational Research and Development, the Bureau of Education for the Handicapped (minus state grants and training funds), the National Institute of Mental Health, the National Institute of Child Health and Human Development and the Office of Economic Opportunity, we find the total amount provided in 1969 for educational research and development (as defined above) to be $156.6 million.

Table 2 lists the agency programs which are identified as programs which support only research and training affecting children within ages 0 through 8. Other research programs involving children who are both younger and older than eight years are now shown in this table. These are early childhood research programs. Comprehensive child development programs such as those conducted by Head Start and Follow Through, where education is but one of several components, and state grant educational programs are not listed here.

Table 2

FY 1969 Program Monies for Research in Early Childhood Education*
(In millions of dollars)

National Program for Early Childhood Education (R&D Centers Branch, Division of Educational Laboratories)**	1.7
Handicapped Early Childhood Program (BEH)	1.0
Head Start Research and Evaluation (OEO)	6.0
Follow Through Research and Evaluation (BESE)	4.3
Early Childhood Training Program (BEPD)	4.0
Total	17.0

* See text of Section II for sources.

** Early learning projects of regional laboratories not included.

Discussion

Comparing the total amount spent for early learning research and teacher training ($17 million, as shown in Table 2) with the estimated amount spent for all educational research ($156.6 million), age not differentiated, we find that programs concerned only with early learning represent some 11 per cent of the total funding. This figure is based on a strict definition of early learning research--studies which include the early years and go beyond age 8 are not counted. Other programs of NCERD and BEH, for example, which do support research directly concerned with learning for children of all ages are shown in Table 1.

Table 1 shows the two agencies, NCERD with $44.2 million and BEH with $22 million (state grants and training excluded), provided the most funding in 1969 for research directly related to general and early childhood education. NIMH and NICHD provided $36.9 and $43.2 million, respectively, for research having a more indirect bearing on learning for all ages.

The research and evaluation programs for Head Start and Follow Through received $10.3 million in 1969. These R and E activities focused on the improvement and assessment of child development programs, but included research on learning. The Head Start and Follow Through operating programs, mandated to provide innovative child development services which include education, were funded at a total of $358 million. (These funds are transferred from OEO and administered by OCD and OE, as are the R and E funds, except for Head Start research which remains in OEO.) Additional child care programs are described in Section III.

The state and local educational grant programs, supported by Titles I, III, VII and VI-A of the Elementary and Secondary Education Act, administered by the Bureau of Elementary and Secondary Education and the Bureau of Education for the Handicapped, account for the bulk of federal spending for the education of children. Some $1.377 billion were obligated in 1969 (does not include Follow Through). This total provided for a range of activities for preschool to secondary levels, with many aimed at developing and demonstrating educational programs of an innovative nature.

Training programs for teachers of young children are supported by BEH and the Bureau of Educational Personnel Development. More than $30 million was provided by BEH in 1969 for training activities which applied to teachers for all age levels. BEPD supports a training program aimed specifically at early childhood teachers. This program provided $4 million in 1969.[68] In addition, a small fraction of the $15 million in Grants-to-States made by BEPD for teacher training was allocated for the preschool level. Table 3 shows the distribution of funds according to the primary functions of each agency as just described.

Details on the programs mentioned in this summary are given in Section III, agency by agency.

Table 3

Distribution of Educational Funds by Function

	Direct Learning Research	Indirect Learning Research	State and Local Educational Grants	Training	Child Care and Development
NCERD	*				
BEH	*		*	*	
BESE			*		* (Follow Through)
BEPD			*	*	
NIMH		*			
NICHD		*			
OCD	*				*
OEO	*				

III. DETAILED DESCRIPTIONS OF INDIVIDUAL RESEARCH PROGRAMS

In this section, additional information is given for most of the research programs mentioned in the previous section. Two or more such programs may be covered under one heading in this section. For example, the National Program on Early Childhood Education is included under the heading, Research and Development Centers. Further, descriptions previously mentioned occasionally do not appear below; for example, the OEO research program. However, this is the exception rather than the rule. (Individual program descriptions are contained in Appendix D.)

Research programs not discussed previously but related to our subject in some significant way are included. For example, descriptions of the Child Welfare Research and Demonstration Grants Program and the child care services of the Work Incentive Program are found in Appendix D. In these instances, the administering agency itself has not been discussed. Such additions are made because the programs have a component which can influence children's learning or development.

Program information has been developed from "fact sheets" as presented in the HEW Federal Assistance Catalog and the Listing of Operating Federal Assistance Programs Compiled During the Roth Study. (See the Bibliography.) The sheets have been modified to give program purpose, accomplishments, user eligibility and funding. The descriptions are organized by agency except for those on teacher training which are presented as a group. Budget appropriations are given for three years, FY 1969, 1970 and 1971, in most instances.

Discrepancies may exist between funding amounts given in this section and previous sections. Such differences are due to different methods of data reporting in the various references used. For this reason, no comparisons are made between funding data given in different sections and any such comparisons that are made will be misleading. Tables 4 through 10 show the funding of selected agency programs for three years. These are followed by a discussion of some possible deductions suggested by the funding figures. Figures were compiled from the descriptions contained in Appendix D.

Titles of programs described are listed below.

Programs Described in Appendix D

Office of Education

Educational Research Dissemination--ERIC System*
Evaluation under Cooperative Research Authority*

National Center for Educational Research and Development
General Education (Project) Research--Division of Elementary and Secondary Research, Basic Studies Branch**

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* These programs have not been discussed in previous sections.
** These summaries were written especially for this report; they are not found in the references.

Programs Described in Appendix D (continued)

National Center for Educational Research and Development (continued)
  - General Education (Project) Research--Division of Elementary and Secondary Research, Instructional Materials and Practices Branch**
  - Educational Research--Experimental Schools**
  - Research and Development--Arts and Humanities
  - Research and Development--Regional Research
  - Research and Development--Educational Laboratories
  - Research and Development--Research and Development Centers (Includes all Centers and the National Program on Early Childhood Education)

Bureau of Education for the Handicapped
  - Handicapped Innovative Programs--Deaf-Blind Centers
  - Handicapped Early Childhood Programs
  - Media Services and Captioned Films
  - Handicapped Preschool and School Programs
  - Educationally Deprived Children--Handicapped Children
  - Handicapped Research and Demonstration
  - Regional Resource Centers
  - Handicapped Physical Education and Recreation Research*

Bureau of Elementary and Secondary Research
  - Elementary and Secondary Education--Evaluation of Federal Programs*
  - Educationally Deprived Children--Local Educational Agencies
  - Educationally Deprived Children--In Institutions for the Neglected or Delinquent
  - Educationally Deprived Children--State Administration
  - Educationally Deprived Children--Migratory Children*
  - Educationally Deprived Children--Indian Children*
  - Supplementary Educational Centers and Services
  - Bilingual Education
  - Follow Through

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* These programs have not been discussed in previous sections.

** These summaries were written especially for this report; they are not found in the references.

Programs Described in Appendix D (continued)

Training

Bureau of Educational Personnel Development
    Educational Classroom Personnel Training--Early Childhood
    Preschool, Elementary and Secondary Personnel Development--Grants-to-States
    Educational Personnel Training--Bilingual Education*

Bureau of Education for the Handicapped
    Handicapped Teacher Education*
    Handicapped Physical Education and Recreation Training*
    Handicapped Teacher Recruitment and Information*

National Institute of Mental Health

Mental Health Research Grants
Mental Health Intramural Research*
Mental Health--Early Child Care Demonstrations*

National Institute of Child Health and Human Development

Child Health and Human Development--Research Grants
Child Health and Human Development--Collaborative Research and Development Contracts*

Office of Child Development

Child Development--Head Start
Child Development--Technical Assistance*
Child Development--Research and Evaluation
    (No sheets available, see next section for program details)

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* Not discussed in previous sections.

Programs Described in Appendix D (continued)

Office of Economic Opportunity

Research and Evaluation
(No sheets available, see next section for program details)
Migrant and Seasonal Farm Workers Assistance*

Appalachian Regional Commission

Appalachian Child Development

National Science Foundation

Computing Activities--Education and Training Programs
Scientific Research Projects in Biological and Medical Sciences

National Foundation on the Arts and Humanities*

Education Program
Research Program

Social and Rehabilitation Service

Aging--Foster Grandparents Program*
Child Welfare Research and Demonstration Grants Program
Child Care--Title IV, Aid to Families with Dependent Children
Work Incentive Program--Child Care

Maternal and Child Health Service

Maternal and Child Health Research*

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* Not discussed in previous sections.

Program Summary and Discussion

The figures in Tables 4 and 5, below, are taken from the statements of obligations given in the descriptions for the programs which are discussed in previous sections. Thus, figures from all the descriptions in Appendix D do not appear in Tables 4 and 5. The figures in Table 6 for 1971 for the same programs are taken from Federal Programs for Young Children, which represents the latest compilation of information on federal early childhood efforts.[69] The Foreword states that the budget figures for 1971 were compiled from Presidential budget requests, therefore, they may not represent agency obligations for 1971. Other information in the same reference is taken from sources used for this report that are listed in the Bibliography.* Thus, we have used documents which apply similar bases for reporting funding information for Tables 4, 5 and 6.**

These tables show the amounts spent by each agency in 1969, 1970 and 1971 in the major areas covered in this report: (1) general educational and early learning research (including research for child care programs),

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* See references 5, 17, 22 in the Bibliography.

** The programs of two agencies for which fact sheets on general educational research and/or early learning research were not available are not included in these three tables. They are those of the National Institute of Mental Health and the National Institute of Child Health and Human Development. The early learning research projects of these two agencies are described in detail in Section IV. Fact sheets on the overall agency research programs of the two agencies are included in Appendix D.

(2) the research-related activities supported by state grant programs (under the Elementary and Secondary Education Act), (3) operating child care and child development programs, and (4) programs for the training of early childhood teachers.

Table 7 shows the total amounts spent for the three years by each agency. Funding by all the agencies in each area of support is shown in Table 8. Table 9 shows the 1970 amounts spent for programs supporting only research and training for ages 0 through 8. Table 10 gives budget requests for 1971 for the same early learning research and training programs.

Agency Code Used in Tables

NCERD	National Center for Educational Research and Development (OE)
BEH	Bureau of Education for the Handicapped (OE)
BESE	Bureau of Elementary and Secondary Education (OE)
BEPD	Bureau of Educational Personnel Development (OE)
NICHD	National Institute of Child Health and Human Development
NIMH	National Institute of Mental Health
OCD	Office of Child Development
SRS	Social and Rehabilitation Service
ARC	Appalachian Regional Commission
OEO	Office of Economic Opportunity

Table 4

FY 1969 Agency Educational Funding of Selected Programs (Millions) Age not Differentiated

	Learning Research	State and Local Grants	Training	Child Care and Develop.	Totals
NCERD[1]	44.7				44.7
BEH	20.2	59.0	30.2		109.4
BESE		1,265.0		(Follow Through) 32.0	1,297.0
BEPD		(Training Grants) 15.0	4.0		19.0
OCD				328.0	328.0
SRS				84.6[2]	84.6
ARC				none in 1969	
OEO	10.3[3]				10.3
NIMH	See Sect. IV				
NICHD	See Sect. IV				
TOTALS	75.2	1,339.0	34.2	444.6	1,893.0

---

[1] Arts and Humanities program not included.

[2] Includes Child Care-Work Incentive Program and Title IV, Child Care-AFDC Program. Information for the latter was provided by the AFDC Administrative Office.

[3] Taken from Reference 11, See Bibliography.

Table 5

FY 1970 Agency Educational Funding of Selected Programs (Millions) Age not Differentiated

	Learning Research	State and Local Grants	Training	Child Care and Develop.	Totals
NCERD	45.0		See Sect. IV		45.0
BEH	26.0	61.3	30.5		117.8
BESE		1,318.8		(Follow Through) 58.0	1,376.8
BEPD		(Training Grants) 15.0	5.0		20.0
OCD	4.0[1]			338.0	342.0
SRS				110.8*	110.8
ARC				.3	.3
OEO	4.5[2]				4.5
NIMH	See Sect. IV				
NICHD	See Sect. IV				
TOTALS	79.5	1,395.1	35.5	507.1	2,017.2

[1] Taken from Reference 7, See Bibliography.

[2] Taken from Research Efforts in Early Childhood FY 70, Division of Research, Office of Planning, Research and Evaluation, OEO.[70]

* See footnote 2 for Table 4.

Table 6[1]

FY 1971 Agency Educational Funding of Selected Programs (Millions) Age not Differentiated

	Learning Research	State and Local Grants	Training	Child Care and Develop.	Totals
NCERD	44.2				44.2
BEH	29.1	66.9	32.6		128.6
BESE		1,610.7		(Follow Through) 69.0	1,679.7
BEPD		(Training Grants) 15.0	3.0		18.0
OCD	5.5[2]			339.0	344.5
SRS				195.2	195.2
ARC				8.0	8.0
OEO	6.7[3]				6.7
NIMH	See Sect. IV				
NICHD	See Sect. IV				
TOTALS	85.5	1,692.6	35.6	611.2	2,424.9

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[1] Figures for FY 1971 represent budget requests, in most instances, and hence may not be the amounts obligated.

[2] Taken from reference 27, See Bibliography.

[3] Taken from reference 28, See Bibliography.

Table 7

Educational Funding by Agency for 3 Years (Millions)

	1971*	1970	1969
NCERD	44.2	45.0	44.7
BEH	128.6	117.8	109.4
BESE	1,679.7	1,376.8	1,297.0
BEPD	18.0	20.0	19.0
OCD	344.5	342.0	328.0
SRS	195.2	110.8	84.6
ARC	8.0	.3	---
OEO	6.7	4.5	10.3
TOTALS	2,424.9	2,017.2	1,893.0

* For 1971, figures represent budget requests, not obligations.

Table 8

Educational Funding by Activity for 3 Years (Millions)

	1971*	1970	1969
Learning Research	85.5	79.5	75.2
State and Local Grants	1,692.6	1,395.1	1,339.0
Training	35.6	35.5	34.2
Child Care and Development	611.2	507.1	444.6
TOTALS	2,424.9	2,017.2	1,893.0

* For 1971, figures represent budget requests, not obligations.

Table 9

FY 1970 Program Monies for Research in Early Childhood Education (Millions)

	Amount
National Program on Early Childhood Education*	1.5[1]
Handicapped Early Childhood Program	3.0[2]
OCD Research and Evaluation	4.0[3]
Follow Through Evaluation	4.0[4]
OEO Research	4.5[5]
Early Childhood Training Program	5.0[6]
TOTAL	22.0

[1] Taken from Summary of Funds Allocated to Centers by Type of Center for Fiscal Years 1964-1970, Division of Educational Laboratories, NCERD.[71]
[2] Taken from reference 5, See Bibliography.
[3] Taken from reference 7, See Bibliography.
[4] Provided by Follow Through administrative office.
[5] Taken from reference 28, See Bibliography.
[6] Taken from reference 5, See Bibliography.
* Office of Education funding of early childhood projects carried out in other R&D centers and educational laboratories are not included here; see Section IV.

Table 10

FY 1971 Program Budget Requests for Research in Early Childhood Education[1] (Millions)

	Amount
National Program on Early Childhood Education[2]	2.1[3]
Handicapped Early Childhood Program	4.0
OCD Research and Evaluation	5.5
Follow Through Evaluation	4.9
OEO Research	6.7
Early Childhood Training Program	3.0
TOTAL	26.2

[1] See footnotes for Table 9 for references. All are the same except for the first entry.

[2] Office of Education funding of early childhood projects carried out in other R&D centers and educational laboratories are not included here, see Section IV.

[3] Taken from reference 8, see Bibliography.

Discussion

Because the agency activities affecting children's learning herein reported are so diverse in nature, we will examine the funding picture from a combined agency-activity view. Any conclusions suggested here regarding federal funding of educational research and early childhood programs are of a tentative nature for reasons stated above. Except where footnoted, the figures are compiled from the descriptions contained in Appendix D or, for 1971, from Federal Programs for Young Children.[72]

Looking at the learning research column in Table 8, we see a $4 million increase for this activity from 1969 to 1970. (This represents funding for education research in the agencies listed for all age levels.) The increase in learning research funds in 1970 was due primarily to the growth of the research programs in the Bureau of Education for the Handicapped. This Bureau, showing growth in all its programs (see Tables 4, 5, 6), is giving strong emphasis to developmental and demonstration programs. NCERD research funds look fairly stable for the three years, but there is a decrease in 1971. This decrease is caused by a reduction in all NCERD research programs described in this section, both in institutional research (the R&D Centers) and project research, with one exception. The exception is the Regional Educational Laboratory program (no fact sheet available) which showed an increase in 1970 from $23.3 million to $25.1 million.[73]

The Laboratory program, as described in Section II, emphasizes developmental research rather than basic research. OCD and OEO research which includes a major proportion for day care evaluation maintained a 1970 funding level (Table 5) fairly close to the OEO level for 1969, shown in Table 4.

In the area of state and local educational grants, the Bureau of Elementary and Secondary Education provides the greatest amount of support. The most notable thing, perhaps, about the BESE obligations (Table 7) is their size. Title I, Title III and Title VII funding for each of three years exceeds $1 billion and in 1971 will probably be close to $1.5 billion. (The figure cited for 1971 in the table may be exaggerated.) These funds are allocated primarily for the benefit of educationally deprived children and the amounts have increased yearly. The only program which has shown a decrease in the three-year period is the Title III program (for supplementary centers and services) which is not exclusively concerned with the educationally deprived. The 1970 obligation for Title III was $116 million as compared with $164 million in 1969. (The 1971 request was $143 million.) The funding for BEH state grants has increased yearly (ESEA Title I and Title VI-A).

Bureau of Educational Personnel Development support for state teacher training grants has remained stable. This program along with the BEH teacher training programs (see Training column, Table 8) includes some instruction of early childhood teachers. The BEPD early childhood program focuses on training teachers for ages 0 through 8. The latter program has shown a funding increase over the three years. (The amount given for 1971, Table 6, may be an underestimate.) Separate fact sheets were not available for the training programs sponsored by the Division of Educational Laboratories, NCERD. Information on DEL training research programs is given in Section IV.

Turning now to the programs that are concerned with child care and development in the context of service programs, we find a growth picture, in general. The Follow Through Program described as providing "service in an R&D setting" includes a strong educational component, along with health and counseling services. (Follow Through was established to continue the benefits of the Head Start Program.) Follow Through has grown: 1969 obligations, $32 million; 1970 obligations, $58 million; 1971 budget request, $69 million. The Head Start educational and service program, administered by the Office of Child Development, received $10 million more funding in 1970 than in 1969. The 1971 budget request, however, was for $339 million, only $1 million more than the amount received in 1970. Yet, while Head Start funding may have leveled off, OCD established a Research and Evaluation Division, which had a budget of about $4 million in 1970--part of which was allocated for Head Start evaluation projects. The OEO research budget shows an overall decrease in the tables. However, it should be remembered that OEO funds still support the Head Start and Follow Through programs, including funds for their research and evaluation programs.

Moving on to the Appalachian Regional Commission, the tables show a tremendous growth is planned for 1971 in child development programs--from $300,000 in 1970 to an anticipated $8 million. It is planned the child development program will support state planning efforts and day care programs, which will provide a variety of services, including education.

The Community Services Administration of the Social and Rehabilitation Service has had a great growth in its child care programs. The child care component of the Work Incentive Program, for example, grew from $9.6 million to $16.8 million for 1970, and $77.7 million was requested for 1971. Figures for the same years for the child care component of the Aid to Families with Dependent Children program are $75 million, $94 million and $118 million.

Tables 9 and 10 show funding for FY 70 and FY 71, respectively, for the same programs listed in Table 2 for 1969. They are those exclusively concerned with learning research for ages 0 through 8. Making comparisons between programs within any of these tables can lead to faulty conclusions because the information sources are different. However, except for OEO, OCD and Follow Through (all concerned with child care and development), comparisons can be made for the same program for different years, that is, across tables. Thus, Table 9 shows a decrease in funding for NCERD's National Program on Early Childhood Education in 1970, from $1.7 million in 1969 to $1.5 million, and an increase in BEH's Handicapped Early Childhood Program and BEPD's Early Childhood Training Program in 1970. Table 9 shows the $4 million funded for OCD research and evaluation, which does not appear in Table 2. The increase in OCD and BEH funding, and the decrease for NCERD research efforts support the suggestion that research for the sake of research may suffer unless it is tied directly to some social cause concerned with providing help for needy children (or unless it fits with future government plans for educational research and development).

There may be some overlap in the figures cited for OEO, OCD and Follow Through in Table 9 and Table 10. Table 10, of course, should be viewed very cautiously since the figures represent amounts requested rather than definite appropriations or obligations. It shows an increase of $4.2 million requested for 1971 for early learning research.

How may the above information be summarized? First, we can say that at the present time some learning research programs may have reached a funding plateau, particularly those working on basic research. Those which have a strong intervention or action research aspect, that is, are focused on development and demonstration (as in the Bureau of the Handicapped and in the NCERD regional laboratories) or on child care and development (as are the OEO and OCD research programs) have received funding increases. The total amount allocated for learning research as herein defined for all age levels in 1970 was $79.5 million, as compared with $75.2 million in 1969.

Second, there is strong support for educational programs for special groups of children--for the handicapped (as noted above), for children of migrants, for non-English speaking children, for Indian children and children of other low-income families. This is apparent in the large amounts appropriated for the state and local grants programs of BESE and for the Head Start and Follow Through child development programs. (It should be noted regarding Follow Through, however, that the 1971 budget requested represents a considerably smaller increase over 1970 than 1970 showed over 1969.) BESE's educationally-oriented programs for deprived children often have a research aspect: they may be called innovative or exemplary, often their purpose is to develop materials or models of instruction and to demonstrate the efficacy of some new approach to children's learning. Head Start and Follow Through programs are comprehensive programs, which include education for children of low-income families. The expanding child development program of the Appalachian Regional Commission is similar in nature to that of Head Start and Follow Through and its children are similarly educationally deprived.

The total amount allocated in 1970 for state and local grants (including training grants) as herein defined, for all age levels, was $1. 395 billion; for the Head Start, Follow Through and ARC programs for child development it was $396. 3 million. (The latter figure does not include amounts for ADC and WIN child care programs. See below.)

The growing interest in early childhood education may be viewed as another instance of the concern with special groups of children, although it has its deepest roots, perhaps, in basic learning research rather than social or economic concern. This may be a useful argument for the continued and balancing support of basic learning research. Support for early learning research as herein defined for FY 1970 was $22 million, $5 million more than in 1969. (This amount is included in the figure for learning research, given above.)

Last, we may say the surge of increasing support for community service programs (such as those of the Social and Rehabilitation Service) has continued in 1970 and is requested for continuation in 1971. These programs, aimed at providing day care for the children of working mothers, again provide the most direct benefit to low-income families.[74] As far as has been ascertained, the educational services provided by these programs, if any, are far removed from the area of early learning research. (See fact sheets and reference 30.) The total support in 1970 for the AFDC and WIN child care programs was $110.8 million, $826 million more than in 1969 and $885 million less than requested for 1971.

IV. 1970 PROGRAM/PROJECT FUNDING OF EARLY LEARNING RESEARCH

This section focuses on the early learning research projects that were funded in fiscal year 1970 by five government agencies: the Office of Child Development, the National Institute of Mental Health, the National Institute of Child Health and Human Development, the Office of Economic Opportunity and the Office of Education. Information is included for two Bureaus of the Office of Education, i.e., the National Center for Educational Research and Development, and the Bureau of Education for the Handicapped, and for two programs, the Follow Through Program, and the Early Childhood Training Program in two other OE Bureaus. This section does not include information on grants of any kind made to state or local educational agencies. And, because it concentrates on young children, the only training projects reported that are not research-related are those of the Early Childhood Training Program, administered by the Bureau of Educational Personnel Development. It is planned that detailed information for the Bureau of Elementary and Secondary Education will be included in a later report.

The information in this section consists of program or project titles and FY 70 monies classified according to five major research areas. The areas used are cognitive development, social-emotional development, physical health, intervention, evaluation. A sixth group provides for the classification of projects covering more than one of the first three areas. The coverage of those three areas is more or less traditional. Intervention studies, of course, may be concerned with any one of the three major research areas. Projects have been placed in this group when the primary objective of the study is to develop or demonstrate ideas, materials or procedures and when the determination of the effect of such intervention is the object of the study. In some cases when the latter applies, evaluation projects may be classified as Intervention Studies. The Evaluation class covers studies for which the immediate or ultimate objective is the analysis and assessment of some factor pertaining to learning. Thus, it may include surveys and reports, made for such things as planning purposes, as well as evaluations of overall programs or components.

The above classification was used by the Interagency Committee on Early Childhood Research which has prepared a report on research needs of the future.* For this report, each agency completed a worksheet coded for computer keypunching and a resume on each program or project listed here. The worksheets and resumes were used to categorize research projects.

Table 11 in this section summarizes the information given in the listing of titles and funding. It is intended only as the first step in the analysis of the information provided by the agencies through the classifying and coding of project details. The toals shown for each research area (presented alone in Table 12) will provide a gross basis for determining what the major trends and gaps are in the present research. A more detailed examination will be possible when the information has been keypunched and is ready for computer analysis. The information in this section has been read off individually for each project.

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* Now in draft form.

It should be noted there are inconsistencies in the reporting of the individual agencies. Some were more complete than others. This was due to a variety of factors, of which one was the time demand the lack of personnel to do the job and another, related to this, of different interpretations of what to include as early learning projects. Some agencies gave a strict interpretation of the age limit rule, some a very loose one, and some ignored most of the rules. (See Section I for rules defining the field.) For these reasons the funding picture may be exaggerated for one agency, incomplete for another. Notes in the text following attempt to clarify what was reported by each agency.

A set of printouts on behavioral and developmental research by non-government agencies was obtained from the Science Information Exchange. Although they do not give sufficient detail for an understanding of the work, nor funding amounts, they are mentioned briefly in the following Discussion.

Table 11

FY 1970 Agency Funding of Early Learning Research by Research Area

	Cog. Dev.	Social-Emo. Dev.	Physical Health	More than one area	Inter-vention	Evalua-tion	Totals
NCERD, Div. of Educational Laboratories	1,064	---	---	---	18,830	---	19,894 (19.89)
NCERD, Div. of Elem. & Secondary Research	2,429	210	57	27	161	---	2,884 (2.88)
BEH, Research Division	264	108	293	600	563	82	1,910 (1.91)
BEH, Educational Services Division	---	---	---	---	5,190	---	5,190 (5.19)
BESE, Div. of Compensatory Ed., Follow Through Branch	---	---	114	89	76	2,571	2,850 (2.85)
Office of Child Development	50	71	---	---	1,407	2,269	3,797 (3.79)
National Institute of Mental Health	498	43	24	64	941	---	1,570 (1.57)
National Inst. of Child Health and Human Development	2,121	154	1,012	1,942	352	---	5,581 (5.58)
Office of Economic Opportunity	341	---	---	846	780	2,909	4,876 (4.87)
TOTALS (In Millions)	6,767 (6.76)	586 (.58)	1,500 (1.50)	3,568 (3.56)	28,300 (28.30)	7,831 (7.83)	48,552 (48.55)

The printouts are available and since they give the name and address of the principal investigator or funding institution, in most cases, an interested person may write for more information.

Table 12

FY 1970 Research Area Funding (millions)

Research Area	Amount
Cognitive Development	6,767
Social-Emotional Development	586
Physical Health	1,500
More Than One Area	3,568
Intervention	28,300
Evaluation	7,831
TOTAL	48,552

Discussion of Table 12

Table 12 condenses the pertinent information presented in Table 11. While Table 11 shows the total amount spent by each agency in each research area, Table 12 shows only the amounts spent by all agencies in each research area. Considering the three areas, cognitive development, social-emotional development and physical health, it is obvious that the area of cognitive development is far ahead of the other two areas in terms of funding totals. Its total is 4. 5 times more than the amount spent on physical health research (as herein reported) and more than 11. 5 times that provided for the support of research in social-emotional development. Of the amount specified as being spent on more than one research area, about half goes to cognitive development and half to social-emotional development, with little change in the above proportions except that less of the actual total goes to physical health research related to learning.

Comparing the actual total for the three research areas ($12, 421 million) with the total spent for intervention research ($28, 300), the latter receives some 2. 3 times more funding than the former. This gives weight to the suggestion that the trend for government research funding has been to support the kind of research that will produce results that can be applied to meet immediate needs. The amount spent for evaluation ($7. 83 million) represents about one-sixth of the total.

In terms of percentages, approximately 26 per cent of the total funding for early learning research supports research other than intervention research, 58 per cent supports intervention studies and 16 per cent is expended for evaluations.

The count of projects in corresponding research areas that are supported by nongovernment sources suggests some interesting differences in the way funds are apportioned. For example, perhaps something less than 5 per cent of the total may go into intervention research, as compared with 58 per cent of the total government research funds. However, a more detailed analysis needs to be made of the nongovernment data before any reasonable conclusions can be made.

COMPILATION OF 1970 PROJECTS AND FUNDING

Office of Education, National Center for Educational Research and Development, Division of Educational Laboratories. 75

Office of Education, National Center for Educational Research and Development, Division of Elementary and Secondary Research. 79

Office of Education, Bureau of Education for the Handicapped, Research Division 85

Office of Education, Bureau of Education for the Handicapped, Educational Services Division. 89

Office of Education, Bureau of Educational Personnel Development, Division of School Programs, Early Childhood Training Program 95

Office of Education, Bureau of Elementary and Secondary Education, Division of Compensatory Education, Follow Through Branch 99

National Institute of Mental Health, Center for Studies of Child and Family Mental Health. 101

National Institute of Child Health and Human Development . . . 105

Office of Child Development. 113

Office of Economic Opportunity 117

OFFICE OF EDUCATION, NATIONAL CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

Division of Educational Laboratories

Since coded worksheets are not yet available from this Division, information for early learning projects was taken from another document which was provided.[75] Research programs are listed here, programs which generally consist of a number of individual projects. Projects within a program may deal with subject matter, learning process, teacher training or delivery and installation of materials or systems. Many of these programs apply to ages beyond age 8. Some of the projects listed under Reading in the reference used are included here when they apply to early childhood.

Because significant training programs are being covered, two R&D centers of this Division will be mentioned here. Both the Stanford Center for Research and Development in Teaching, at Stanford University, and the Research and Development Center in Teacher Education, at the University of Texas, support the design and/or development of teacher training programs, for all levels. The Stanford Center's budget in 1970 was $928, 000, at Texas it was $656, 000.[76]

FY 70 Early Learning Funding,
Total of Programs Listed:
$19. 89 million

Cognitive Development

(In Thousands)

Knowledge Base Development--Research on learning process, individual differences, environmental influences, National Program on Early Childhood Education, St. Ann, Missouri	$ 550
Processes and Conditions of Learning, Wisconsin R&D Center for Cognitive Learning, Madison	260
Basic Learning Studies, Learning Research and Development Center, Pittsburgh	254

Intervention

Instructional Programs for Mexican-Americans, French-Americans and Blacks, Southwest Educational Development Laboratory, Austin	2,030
Individually Guided Education, Wisconsin R&D Center for Cognitive Learning, Madison	1,038
Individually Prescribed Instruction, Learning Research and Development Center, Pittsburgh	786
Individually Prescribed Instruction, Research for Better Schools, Inc., Philadelphia	2,152
Curriculum and Accompanying Support Systems, Southwest Regional Laboratory, Inglewood	3,121
Instructional Systems Program, Central Midwestern Regional Educational Laboratory, St. Ann, Mo.	480
Language Programs for the South, Southeastern Education Laboratory, Atlanta	702
Development of a Behaviorally Engineered Environment, Upper Midwest Regional Educational Laboratory, Minneapolis	1,027

Intervention (Continued)

Humanizing Learning Program, Research for Better Schools, Inc., Philadelphia	$ 772
Computer Assisted Individualized Instruction, Learning Research & Development Center, Pittsburgh	354
Literacy Through Social Education, Center for Urban Education, Inc., New York City	900
Improving Process-Oriented Instruction, Eastern Regional Institute for Education, Syracuse	876
Individualized Mathematics System, Regional Educational Laboratory for the Carolinas and Virginia, Durham	247
Clarifying Environments, Learning Research and Development Center, Pittsburgh	72
Comprehensive School Mathematics Program, Central Midwestern Regional Educational Laboratory, St. Ann, Missouri	1,093
Home Oriented Preschool Program, Appalachian Educational Laboratory, Charleston	544
Education Beginning at Age Three, Far West Laboratory for Educational Research and Development, Berkeley	170
Reading Materials for Alaskan Natives (Alaskan Readers), Northwest Regional Educational Laboratory, Portland	400
Materials for Teaching Reading by Television, Appalachian Educational Laboratory, Charleston	148
Early Childhood Programs, Research and Development Center in Educational Stimulation, University of Georgia*	341

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* Support terminated after FY 70.

Intervention (Continued)

Communication Arts, Southwestern Cooperative Educational Laboratory, Albuquerque	$ 939
Development of Prototype Materials and Curriculum and Applied Experimentation, National Program on Early Childhood Education. Headquarters, Central Midwestern Regional Educational Laboratory, St. Ann, Missouri	453
Early Education Model Development, National Program on Early Childhood Education, St. Ann, Missouri	123
Early Education Model Demonstration and Installation, National Program on Early Childhood Education, St. Ann, Missouri	62

OFFICE OF EDUCATION, NATIONAL CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

Division of Elementary and Secondary Research

Included here are research projects for ages 0 through 8 administered by the Basic Studies Branch, the Instructional Materials and Practices Branch and the Regional Research Program.

FY 70 Early Learning Funding,
Total of Projects Listed:
$2.88 million

Cognitive Development

(In Thousands)

The Development of Spatial Awareness and Representation in Children	$ 18
Early cognitive development and its relationship to infant-mother attachment: a study of disadvantaged Negro infants	22
The Contributions of Verbal Description to Memory for Pictures in Nursery-School Children	13
Responses of Children to Art	9
The Effects of Assessment and Personalized Programming on Subsequent Intellectual Development of Prekindergarten and Kindergarten children	11
Television for Preschool Children	1,855
An Evaluation of the Effectiveness of an enriched Curriculum in Overcoming the Consequences of Environmental Deprivation	37
Mathematical Concept Learning by a Preschool Child	16
The Natural History of the Education of the Deprived Negro Child	85
Studies in Selective Attention in Children	10
Perceptual Capacities of Retarded and Normal Children	34
Prekindergarten Programs for Educationally Disadvantaged Children	8
Effects of Preschool Stimulation Upon Subsequent Performance Among the Culturally Deprived	5
Early and Continuous Stimulation of Children 3-9 years of age	3

Cognitive Development (Continued)

Preschool Behavioral Style and Later Academic Achievement	$ 8
Analysis of Cognitive Behavior in Children	86
The Effects of Visual Tracking Training Upon Five Selected Aspects of Silent Reading as Measured by Eye-Movement Photography of First Grade Children, University of Maine	1.6
Linguistic Development in Children from 6 to 10, Radcliffe.	7.3
Development of Teacher Evaluation Scales to Predict Reading Success of Pupils in Primary Grades, Fordham University	7.6
Development of Criteria for the Identification of Preschool Children with Learning Problems, West Virginia University	9.9
Wakulla County Readimobile Preschool, Florida State University	8.9
A Cognitive Curriculum for Young Children: Development and Effectiveness, University of Florida	9.9
Effects of Boy-Girl Preschool Time on Word Responses of Lower Socioeconomic Five Year Old Children, Emory University	9.9
Developmental Sentence Scoring: A Method for quantifying the Development of Syntax and Morphology in Children's Language, Northwestern University	10
The Effect of Kindergarten Science Experiences on Reading Readiness, University of Wisconsin	10
A Study of the Effects of First Grade Prescriptive Teaching Based on Weaknesses Diagnosed by Kindergarten Pre-Reading Tests, Wayne County Intermediate School District	10

Cognitive Development (Continued)

Development of a Word Learning Task to Predict Success and Identify Methods by Which Kindergarten Children Learn to Read, University of Chicago	9.4
Development of a Readiness Test for Disadvantaged Preschool Children in the United States, Northwest Missouri State College	9.8
The Identification of Socioeconomic Differences and Their Effect on the Teaching of Readiness for "New Math Concepts" in the Kindergarten, University of Colorado	7.5
A Longitudinal Assessment of Thinking Ability of Preliterate Children During a Two-Year Period, Arizona State University	9.5
A Pilot Study of Young Children's Coping Strategies. The Children's Health Council of the Mid Peninsula	9.9
Cognitive Abilities in Culturally Deprived Preschool Children, Franklin and Marshall College	9.5
Relationship Between Communication Pattern, Sex and Repetition in Speech of 4-Year-Old Children, State University of New York	9.5
Research in Art Education: The Development of Perception in Art Production of Kindergarten Students, Grand Rapids Public Schools, Western Michigan University	8.2
Effects of Type of Preschool Experience and Socioeconomic Class on Academic Achievement Motivation, Purdue Research Foundation	9.7
Stability of Gains in Intellectual Functioning Among White Children Who Attended a Preschool Program in Rural Minnesota, Mankato State College	6.2
A Study of the Effectiveness of Three Modes of Learning Selected Musical Concepts by Young Children, Concordia Teachers College	6.8

Cognitive Development (Continued)

An Evaluation of the SCIS Material Objects Unit at the Kindergarten Level, East Central State College	$ 10
Inducing Conservation of Number, Weight, Area, and Mass in Disadvantaged Preschool Children: A Mathematics Readiness Program, Stephen F. Austin State University	8.8
Comparison of the Thinking Abilities of 5-Year-Old White and Negro Children in Relation to Certain Environmental Factors, Arizona State University	10

Social-Emotional Development

Studies of Group Upbringing	55
The Child's Comprehension of Social Interaction: Violent and Non-Violent	20
Development of a Measure of Values Applicable to Grades 1 through 3 in Five Ethnic Groups	80
Effects of Training on Moral Reasoning Among Children	20
A Study of Children's Aggressive Actions in Six Cultures	14
The Vicarious Conditioning of Emotional Responses in Nursery School Children, Mary Baldwin College	2.1
Development of Attitudes Toward Others in Young Children, University of Kansas	9.5
Early Determinants of Reactions to the Unfamiliar, Mills College	10

Physical Health

Study of the Influence of Prenatal Nutrition on Brain Development and Learning	57

More Than One Research Area

A Pilot Study of a Preschool Method of Preventive Education	$ 8.4
Conditioning to Test Performance in Infancy and Early Childhood as a Stable and Measurable Aspect of Behavior	9.8
The Effects of School Environment on Disadvantaged Kindergarten Children, with and without a Head Start Background	9.6

Intervention

The Interaction of the Adult and the Child in the Preschool Setting	4.2
The Observation of Parents as Teachers of Preschool Children as a Function of Special Class, Ethnicity and Cultural Distance Between Parent and Child	9.6
The Effects of a Preschool Language Program On Two-Year-Old Children and Their Mothers	9.3
A Project to Develop a New Elementary Science Curriculum	138

OFFICE OF EDUCATION, BUREAU OF EDUCATION FOR THE HANDICAPPED

Research Division

The Research Division provided information on project research and the R&D center for the handicapped which is a component of the National Program on Early Childhood Education. No listing is made for the Research and Development Centers Program, for the Regional Resource Centers or the Instructional Materials Centers. Titles bearing a question mark indicate projects which were active in FY 70, but which did not receive FY 70 funding.

FY 70 Early Learning Funding,
Total of Projects Listed:
$1.91 million

Cognitive Development

(In Thousands)

	Response Patterns in Brain Damaged Children and Teaching Styles	$ 150
	A Study of Reading Disability in the U.S., the Occurrence, Causes Characteristics, and Relationship to Other Abnormalities	114
	A Thinking Laboratory Adapted for Deaf Children	0
?	Mediated Language Acquisition for Dysphasic Children	0
?	Auditory Perceptual Ability Related to Language Acquisition in Mentally-Retarded Children	0
?	The Efficacy of Utilizing a Phonemic Alphabet in Articulation Therapy with Preschool Children	0

Social Emotional Development

	A Study to Assess the Play Activities and Gesture Output of Language Handicapped Preschool Children	108

Physical Health

?	A Study of Evoked Potentials to Auditory Stimuli in Sedated Subjects	1
	Basic Components in the Motor Performance and the Motor Learning of Educable Retarded: Implications for Curriculum Development	175
	The Effectiveness of Low Frequency and Amplification and Filtered Speech Testing for Preschool Deaf	117

More Than One Major Research Area

	Early Developmental Adversity Program: Phase III	$ 200
	Educational and Behavioral Sequelae of Prenatal Conditions	88
	National Program on Early Childhood Education (Handicapped Children Component)	279
	A Developmental Study of Perceptual, Conceptual, Motivational, and Self-Concept Differences Between and Within Hyperactive and Normal Groups of Preadolescent Boys	33

Intervention

?	An Intensive Training Curriculum for the Education of Young Educable Mentally Retarded Children	$ 0
?	A Demonstration Home Training Program for Parents of Preschool Deaf Children	0
?	The Development of Motion Picture Tests to Measure Perceptual Abilities in Children	0
?	Proposal to Design, Fabricate, and Evaluate a Braille Learning Aid	0
?	The Effect of a Program of Gross Body Movement Upon Selected Abilities of Retarded Children	0
?	An Educational Program on Behalf of Blind Infants and Young Children	0
	Demonstration of the Instantaneous Pitch-Period Indicator (Amplitude, Intonation, Duration) in Classroom of Deaf Children	10
	An Experimental Home Teaching Program for Preschool Deaf Blind Children	111

Intervention (Continued)

Sensory-Perceptual Language Training to Prevent School Learning Disabilities in Culturally Deprived Preschool Children	$ 74
A Center to Develop a Social Learning Curriculum for the Mentally Retarded	301
The Early Identification and Remediation of Severe Learning Problems in Elementary School Children as an Attempt to Increase Their Success in the Regular Classroom	67

Evaluation

The Development and Evaluation of a Behavioral Examination Protocol for Structuring the Clinical Examination of Children with Severe Multiple Disabilities	82

OFFICE OF EDUCATION, BUREAU OF EDUCATION FOR THE HANDICAPPED

Educational Services Division

Included here are programs and projects of the Project Center Branch (deaf-blind centers and early education projects) and the Media Services and Captioned Films Branch. Only three projects of the latter are included because of strict adherence to the rule requiring 25 per cent of the funding to be spent on ages 0 through 8.

FY 70 Early Learning Funding,
Total of Projects Listed:
$5. 19 million

Intervention

(In Thousands)

Area Center for Services to Deaf-Blind Children	$ 280
Regional Center for Deaf-Blind Children	290
Northwest Regional Center for Deaf-Blind Children	150
Southeast Regional Center for Deaf-Blind Children	202
Southwestern Deaf-Blind Center System	338
Mountain-Plains Regional Center for Services to Deaf-Blind Children	250
The New England Center for Deaf-Blind Children	280
Regional Center for Deaf-Blind Children (Mid-Atlantic Region)	50
Midwest Regional Center for Service to Deaf-Blind Children	110
Area Center for Services to Deaf-Blind Children	50
A Model Program for the early Education of Handicapped Children	97
Year Round Multi-Handicapped Preschool Evaluation Techniques, Parent Education	100
Handicapped Children's Preschool Center	100
Detroit Preschool Center for Multi-Handicapped Children	100
UNISTAPS Exemplary Preschool Program for Hearing-Impaired Children, 0-6, and Their Families	97
University of Nebraska Children's Rehabilitation Institute	115

Intervention (Continued)

Preschool for Inner City Deaf Children	$ 100
A Demonstration of Early Education of Physically Handicapped Children in Greater New York City	100
Expansion of Existing Preschool Developmental Program in a Rehabilitation Center for Multi-Handicapped Children	100
Preschool Project for Developmentally Handicapped Children	115
Early Identification and Programming for Preschool Neurologically Inefficient Children with Learning Handicaps	116
Regional Intervention Project for Preschoolers and Parents	105
A Model Program for Early Education of Handicapped Children	100
First Chance Preschool Education Centers	88
A Model Preschool Center for Handicapped Children with Professional Training, Research and Service Components	113
A Home Approach to the Early Education of Multi-Handicapped Children in a Rural Area	100
A Community Model for Developmental Therapy and Neighborhood Follow Through	68
Remedial Program for Children with Speech and Language Disabilities	40
Preschool Inner City Special Education Program	59
Comprehensive Training Program for Infant and Young Cerebral Palsy Children	53

Intervention (Continued)

A Comprehensive Early Educational Program for the Handicapped	$ 25
Program for Preschool Handicapped Indian Children	27
Early Education Project for Handicapped Children	25
Plan for Demonstration Model for Emotionally Handicapped Children	33
Parent-Infant Program for High-Risk and Handicapped Children	35
Children's Circle Handicapped Children's Component	30
Developmentally Delayed Infant Training Project	25
Early Childhood Education for Exceptional Infants	20
A Parent Teaching Program for Language Handicapped Children Under Four	25
Early Childhood Education Program for Handicapped Children	25
Early Childhood Education for Handicapped Children	33
Early Childhood Assistance Project	25
Communicative Disorders and Parent Training Program	20
Experimental Learning Program for Multi-Handicapped Severely Mentally Retarded Children	115
Selective Early Educational Programming	95
A Diagnostic School for Preschool Children with Handicapping Conditions	100
A Model Preschool Program for Mentally Retarded, Seriously Emotionally Disturbed, and Speech Impaired Handicapped Children in Southwest Arkansas	110

Intervention (Continued)

A Diagnostic and Prescriptive Preschool Program for Neurologically Handicapped Children	$ 90
An Educational-Psychological-Consultative-Family Oriented Program for Emotionally Disturbed Preschool Children	100
Cross Cultural Education of the Preschool Native Deaf and Hard of Hearing Child	95
Media for the Exceptional, Dubnoff School for Educational Therapy	134
Individualized Instruction for the Deaf	76
Strengthening the Visual Perception of Deaf Children	61

OFFICE OF EDUCATION, BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT

Division of School Programs
Early Childhood Training Program

This program, for which the objective is the training of early childhood teachers, is carried out in cooperation with other government offices (Follow Through, Bureau of the Handicapped) and with universities, training institutes and local educational and day care agencies. The classifications used here suggest this alignment: Training of Day Care Personnel, Including Follow Through, Training of Teachers and Administrators, Higher Education Programs, and Training of Special Education Teachers.

FY 70 Early Learning Funding,
Total of Projects Listed:
$3.44 million

Training of Day Care Personnel Including Follow Through

(In Thousands)

Penn Valley Day Care Project	$ 60
Child Care Center Instructional Program	23
Short Term Training Institute for Day-Care Mothers	22
State Interagency 4-C Manpower Training Project	76
Preprofessional Day Care Training Institute	86
A Program for Effective Leadership in Day Care	35
Coordinated Training for Early Childhood Education Workers	74
Wisconsin 4-C Pilot Training Project	35
Implement a Supervisory-Teacher Training Model for Schools in the LRDC Follow-Through Instructional Model	81
Training Program for the Cognitively Oriented Ypsilanti Follow Through	61
Training Ethno-Linguistic Follow Through Personnel	88
Institute for Training Follow Through Personnel in Parent Participation and Education	98
A Training System for the Implementation for the Tucson Early Education Model in Follow Through Programs	96
Project for Training Follow Through Personnel	35

Training of Teachers and Administrators

Clinical Experiences in Analyzing Teacher-Learner Behavior: Early Childhood and Special Education	200

Training of Teachers and Administrators (Continued)

Cooperative Training Program for Regional In-Service Early Childhood Education Leadership Personnel	$ 97
Interpersonal Dynamics in the Early Childhood Program	33
Preparation of Educational Personnel for Leadership Roles in the Development of Early Childhood Education Programs	100
An Individualized and Field-Centered Preparation Model for Teacher Trainers in Rural L. E. A.	55
Project TECT: Training Early Childhood Teachers	125

Higher Education Programs

Certificate Program for Preparing Instructional and Clerical Aides	72
Two-Year Training Program for Child Day Care Teacher Associates	112
Fellowship Program in Early Childhood Education for Disadvantaged Children	120
Graduate Program to Prepare Leaders in Early Childhood Education	160
Fellowship Program for Teacher Trainers in Early Childhood Education	28
M. A. in Human Development for Teachers of Teachers of Young Children	109
Prospective Teacher Training Program to Prepare Teachers for the Disadvantaged	50
Experienced Fellows for Spanish-surname Children	239

Higher Education Programs (Continued)

A Regional Training Center for Early Childhood Teachers and Teacher Educators	$ 112
Institute for the Preparation of Educational Leadership	111
The Nebraska Confederation in Early Childhood Education	30
National Leadership Training Institute in Early Childhood Education and Development	170
Evaluation Training Institute for Early Childhood Leadership Development Programs	49
Training Program for Teachers of Disadvantaged Young Children Utilizing a Target Community	26

Training of Special Education Teachers

Early Childhood Special Education Demonstration Laboratory	228
Remote Microtraining of Early Childhood Special Educators	140
Special Education Training in Methods and Media	63
"High Challenge Project"	63
Preparation of Teachers and Teacher Trainers for Educating Disadvantaged Young Children	152

OFFICE OF EDUCATION, BUREAU OF ELEMENTARY AND SECONDARY EDUCATION

Division of Compensatory Education
Follow Through Branch

The Follow Through Branch provided data on four research projects. However, many Follow Through programs are associated with one of 20 model-development programs for child care and learning. If these models could be coded we would have, perhaps, a more truly representative picture of the research involvement of Follow Through--a $58 million program described as "being administered with a heavy research and development emphasis."[77] Early learning information was not available for this report on BESE's Title I, Title III and Title VII programs.

FY 70 Early Learning Funding,
Total of Projects Listed:
$2. 85 million

Physical Health

(In Thousands)

Provision of Technical Assistance to Health Care Components of Project Follow Through	$ 114

More Than One Major Research Area

Specification of Measures for Assessing Selected Cognitive and Affective Characteristics of Children	89

Intervention

Implementation and Testing of a Bilingual/Bicultural Program for Mexican-American Elementary School Children	76

Evaluation

Longitudinal Evaluation of the National Follow Through Program	2,571

NATIONAL INSTITUTE OF MENTAL HEALTH

Center for Studies of Child and Family Mental Health

NIMH closely applied the rule to include research grants only if they had a direct relationship to early learning and only if 25 per cent or more of the funding was estimated to apply to ages 0 through 8. A broader interpretation would have resulted in the inclusion of many more grants made by the Division of Extramural Research, for which the Center for Studies of Child and Family Mental Health acts as research coordinator.

FY 70 Early Learning Funding,
Total of Programs Listed:
$1.57 million

Cognitive Development

(In Thousands)

Cross-Cultural Cognitive Studies	$ 12
Inferential Skills in Young Children	7
Development of Cognitive Structures	23
Negro Intelligence Testing--Language and Reinforcement	0
The Acquisition of Sign as a Native Language	5
Patterns of Early Cognitive Development	6
Intellectual Development and Orphanage Experience	0
The Growth of Cognitive Abilities in Young Children	7
Studies in Cognition	159
Maternal Stimulation and Infant Cognitive Development	96
The Growth of Cognitive Abilities in Young Children	31
Transition from Sensorimotor to Verbal Intelligence	75
Mother and Infant Problem Solving Study	7
Preschool Predictors of School	70

Social Emotional Development

Experimental Studies of Internalization	26
Disturbances in Underprivileged Preschool Children	0
The Development of Affect Expressions in Small Children	17

Physical Health

Mobile Unit for Child Health Supervision	$ 24

More Than One Major Research Area

Motivation and Experience Theory	13
The Antecedents of Competence	51

Intervention

Determinants of Children's Behavior in Preschools	75
Infant Development with Special Enrichments	53
Instructional Strategies in Infant Stimulation	150
The Nursery School in Preventive Mental Health	107
A Home Learning Center Approach to Early Stimulation	257
An Integrated Home and School Early Education Project	105
Intellectual Stimulation of Culturally Deprived Infants	83
A Preschool Program for Spanish-speaking Children	0
Ypsilanti Carnegie Infant Education Project	42
Cultural Enrichment by Means of a Toy Library	69

NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT

NICHD coded all their extramural research grants for children ages 0 through 8 which means that research on topics not necessarily directly related to learning were included when they involved children of those ages. In some instances, subjects other than young children constituted a part of the research population. In addition to research grants, program projects were included, but here the relevant proportion of the learning research was estimated and prorated accordingly.

Worksheets submitted to the Interagency Committee by NICHD on projects that appeared to be remotely related to children's learning (such as a study of lung disease or skeletal structure) are not included in this listing. Most of these would have been classified in the Physical Health category.

FY 70 Early Learning Funding,
Total of Programs Listed:
$5.57 million

Cognitive Development

(In Thousands)

Sensory Evoked EEG and Behavioral Responses in Children	$ 68
Early Intellective Training and School Performance	45
A Developmental Evaluation of Logical Operations	43
Nature and Acquisition of the Speech Code	97
Developmental Study of Verbal Communication	26
Support for ETS Center for Psychological Studies	260
Development of Logical Thinking	23
Stimulus Selection Behavior in Infancy	32
Language and the Development of Logical Operations	46
Distress and Discrimination in Infants	35
Facts of Normal Vision in Reading or Learning Deficit	20
Human Speech Production: Encoding Mechanisms and Development	26
Learning In Children: Multiple Classification	43
Development of the Perception of Form and Orientation	26
Children's Perceptions of Others' Intentions	43
Development of Light Detection and Form Recognition	20
Neonatal Audition, Learning and Intellect	34
Studies of Stimulus and Reinforcement Control	28
Studies of Cognitive Development--Number Concepts	18

Cognitive Development (Continued)

Verbal Responses and Children's Shift in Judgment	$ 23
Early Intelligence--Experimental Basis and Measurement	31
Developmental Studies in Learning and Attention	23
Perception in Premature, Term, and Defective Infants	56
The Distribution of Attention in Infants	31
Cognitive Growth Rates of Infant Twins	50
Reaction Time, Attention, Arousal and Activation	27
Perception and Retention in Children's Reading	26
Sensory Discrimination and Learning in Human Infants	51
Elaborative Facilitation and Learning in Children	33
The Development of Habituation in Human Infants	28
Sex Linked Traits in Turner's Syndrome: Family Study	10
Attention and Memory in Young Children	16
Interference and Retention of Articulatory Responses	19
Organization of Cognition in Infancy	31
Visual Information Processing During Infancy	22
Ontogeny of Visual and Auditory Exploration in Infants	31
Acquisition and Use of Conceptual Rules in Children	14
Conceptual Development and Language Comprehension	17
Perceptual Skills of Children and Adults	35
The Child's Links Between Touch, Vision, and Thought	16

Cognitive Development (Continued)

Learning of Incentive Value in Children	$ 26
Research on Cognitive Growth in Infancy	41
Family Interaction and Cognitive Style	57
Studies of Linguistic Control in Children	37
Acoustic Factors in Infant Vocal Behavior	27
Perceptual and Cognitive Development in Human Infants	33
Basic Correlates of Neonatal Sucking Behavior	11
Short-Term Memory in the Retarded Child	29
Program of Research in Communication Disorders of Mentally Retarded Children	153
Research Program on Retarded Intellectual Development	111
Cognition and Motivation in Retarded Individuals	63

Social-Emotional Development

Factors Contributing to Adjustment and Achievement	24
Effects of Inconsistency and Hypocrisy on Moral Behavior	14
A Study of Race and Attitudes Toward School	78
Development of Racial Attitudes in Children	38

Physical Health

Neurological Development, Infants of Diabetic Mothers	6
Auditory Behavior in Human Neonates	64

Physical Health (Continued)

Postnatal Development of the Human Cerebral Cortex	$ 32
Child Health and Development Studies	374
Center for Normal and Aberrant Adaptive Development	280
Longitudinal Growth Research and Data Analysis	62
Further Investigation on Infant Malnutrition	0
Organic Metabolites Related to Mental Retardation	26
Biochemical and Problems of Mental Retardation	79
Neuropathological Aspects of Mental Retardation	49
Mental Retardation Research Center	18
Metabolism of Aryl Amino Acids in the Mentally Retarded	6
Intensification of Research in Mental Retardation	16

More Than One Major Research Area

Minnesota Symposium on Child Psychology	9
Development of Orienting Behavior	33
The Early Ego Development of Children Blind From Birth	68
Studies of Ego Development	49
A Center for Research in Human Learning	58
Social and Exploratory Behavior in the Infant	47
Infant Psychophysiological Systems	46

More Than One Major Research Area (Continued)

Parental Treatment, Identification and Moral Development	$ 32
Research in Developmental Psychology	124
Achievement Motives and the Child's Environment	90
Nutrition and Development of Children in Rural Areas	0
Learning and Transfer in Normal and Retarded Children	17
Varied Reinforcement and Conditioned Reinforcers	18
Influence of Content of Primers on School Children	40
Psychological Development and Behavior Genetics	64
The Development of Culturally Deprived Children	101
Conference--Research and Teaching of Infant Development	7
Center Grant JFK CENTER for Research in MR and Human Development	30
Mental Retardation Research Program--Implementation	61
Research Program in the Center on Mental Retardation	101
UNC Child Development and Mental Retardation Research Institute	158
Program for a Research Center in Mental Retardation	54
Mental Retardation Research Center--Center Grant	282
Center for Research in Mental Retardation	100
Research in Mental Retardation and Child Development	352
Imitative Learning in Social Development	1

Intervention

Patterns of Parental Authority	$ 57
The Development of Infant-Mother Attachment	44
The Effects of Intervention on Infants' Mental Health	220
Experimental and Innate Factors in Early Development	31

OFFICE OF CHILD DEVELOPMENT

The information for OCD is taken from an August, 1970 listing of research and demonstration grants and Head Start evaluations. Coded work sheets are expected to be available within a short time.

While the projects listed here all involve young children, some of them focus on subjects not immediately related to early learning, for example, the research on the health and welfare of children or the social policy studies. These are included because of their obvious relevance. Some of the projects listed have been transferred from the Community Services Administration which is concerned with child health and welfare and administers research in these areas.

FY 70 Early Learning Funding,
Total of Projects Listed:
$3.65 million

Cognitive Development

(In Thousands)

Social Class and Ability to Communicate	$ 50

Social-Emotional Development

The Urban Negro American in the 20th Century	71

Intervention

Development of a Day Care Center for Young Children	355
Group Care of Infants	109
Program in Child Welfare Research	180
A Special Facility for Child Development and Education	400
Infancy Research in a Day Care Setting	35
A Group Day Care Program for Culturally Deprived Children and Parents	30
Field Study of the Neighborhood Family Day Care System	112
Community Family Day Care Project	74
Aiding Cognitive Growth in Disadvantaged Preschoolers	17
Development of Predictive Indices for Achievement of Children in an Experimental Intervention Program in Harlem	69
Recruitment of Adoptive Homes: Experience Survey	26

Evaluation

Assessment of Child-Rearing Environments	$ 37
A Work-Related Child Development Center	148
Utilization of Cost and Time Data in a Local Community (Day Care Costs and Accountability)	64
Social Policy Study Program	125
Policy and Planning Center	55
Indicators of Child Health and Welfare	69
Development of a Method for Reporting Research Relating to Children at ERIC Clearinghouse on Early Childhood Education	28
Program Income Eligibility Formulae Variation: Effects on Social Behavior of Participating Families	29
An Assessment of the Effects of Social Class Composition, Parental Influence, and Teacher Influence on Rural Disadvantaged Children Attending Year-Around Child Development Programs	90
A Sequential Approach to Early Childhood and Elementary Education--Phase II	43
Disadvantaged Children and Their First School Experiences: Longitudinal Study	512
Evaluation of Planned Variation in Head Start According to Follow-Through Approaches: Longitudinal Study	769
Analyses of the Effectiveness of Different Head Start Programs on the Immediate Development of Children and Their Families	150

OFFICE OF ECONOMIC OPPORTUNITY

This listing includes the research directed by the Office of Planning, Research and Evaluation, and the evaluation projects administered by the Human Resources Development Division of the Office of Program Development. Because OEO is concerned with child day care in general, and Head Start, in particular, these studies are all concerned with young children and learning improvement.

FY 70 Early Learning Funding,
Total of Projects Listed:
$4. 87 million

Cognitive Development

(In Thousands)

Bank Street College Early Childhood Research Center	$ 194
A Sequential Approach to Early Childhood and Elementary Education	147

More Than One Major Research Area

Longitudinal Study on Development of Competence During First Six Years of Life	82
Ancona Montessori Research Project for Culturally Disadvantaged Children	31
Tulane University Early Childhood Research Center	275
University of California at Los Angeles Early Childhood Research Center	167
Demonstration of Early Childhood Education for Migrant Children	201
A Research-Training-Demonstration Center for Culturally Deprived Children	90

Intervention

Maternal Behavior and Life Experiences as They Affect Educational Competence of One to Three Year Olds	55
Experimental Variation of Head Start Curricula	77
Comprehensive Intervention Program Beginning With Two Year Olds	100
Michigan State University Early Childhood Research Center	169

Intervention (Continued)

Work Relations Between Professionals and Para-Professionals in Head Start	$ 24
Changing Parental Attitudes and Behavior Through Participant Group Methods	59
Juniper Gardens Parent Cooperative Nursery Demonstration Program	56
Identification of Training Procedures Functionally Related to Changes in Teaching Development	87
Leadership Training in Field of Preschool Disadvantaged	103
Research on a Community Initiated Self-Determining Preschool Program	50

Evaluation

Day Care Survey and Analysis	410
State-of-Art Study	137
Day Care Workshop ($250,000 transferred to OCD)	400
Policy Studies Group	435
Evaluation of Exemplary Day Care Centers	327
Model Family Assistance Plan--Child Care Service System ($775,000 transferred to OCD)	1,034
Impact Feasibility/Design Study	97
Evaluation of National Capitol Area Day Care Center Reading Project	69

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APPENDICES

APPENDIX A

Instructions for Filling Out Worksheets and Using the Code Book

General Instructions

Each worksheet has space for coding a number of details on seven major subject groupings and for a typed resume of the project. A code number must be selected from the code book for every item included on the work sheet. For the resume, follow the outline given in the instructions for typed descriptions.

Please fill out a separate work sheet for each program or project which receives its own specifically earmarked agency funding. If projects are component parts contributing to the objectives of a larger program, or share common objectives of a super model, sheets both on the program and each project with substantially different objectives or subobjectives should be completed. Thus, both programs and component projects of the regional educational laboratories and R and D centers (NCERD) will be described. And the models of Follow Through might be described as programs, with participating schools described as component "projects."

Projects which are state or locally administered are to be included only when detailed data as specified on the worksheet are available. When state and local agencies do not report this detail, a worksheet describing the program only will be sufficient. If only partial information on such programs or projects is available, incomplete worksheets indicating the information is not available may be returned.

The following general criteria have been agreed upon for program/projects to be reported.

1. All research, development, demonstration and evaluation studies on early learning factors as specified in the taxonomy are to be included. (See page C6, Type of Program or Project for detail.)

2. Programs or projects which provide children's services only are not to be included, i.e., the program/project must have a research, development, demonstration or evaluation aspect.

3. The report will concentrate on prenatal studies through age eight. When other ages are involved, please include projects only when it is estimated 25 per cent or more of the funding is applied within ages 0 through 8. Then in the funding coding categories include only the amount funded for ages 0 through 8. Estimated amounts are acceptable.

Instructions for Coded Descriptions
(See example following Instructions)

A. Program or project administrative levels. From the code book, select the code for the appropriate administrative levels for each program or project. Show the bureau level, division and branch. If the correct levels are not given in the code book, fill in the code for "other" and write in longhand the correct or desired levels on the worksheet. (A code number will be assigned later.) Boxes 1-3.

B. Program or project number. On the line provided, check whether a program (pgm) or a project (pjt) is being reported. If a project is a component of a larger program, so indicate on line pp. Leave the blocks blank. A working number will be filled in later to facilitate data analysis. Boxes 4-8.

C. Money funded for ages 0 through 8. Code as shown in the code book the money funded for FY 70 (not necessarily real expenditures). If money other than direct project costs was funded, include it in the overall amount. If the amount does not include indirect costs check the line provided.

If a program or project is active in FY 70 but was funded before FY 70, code the amount budgeted for expenditure in FY 70.

If a previously funded project is extended in FY 70 without further funding, check on the line provided. For such ongoing projects show in E the pre-70 amounts funded. Boxes 9-12.

D. Continuation funding. In Box 13, code as shown the programs or projects funded beyond FY 70.

Code funded amounts for post-70 in the E category boxes (see below).

E. Code the total amount funded for FY 70 and/or pre- and post-70, in thousands of dollars, as shown for C above.

If the funding of post-70 money is unspecified or uncertain, so indicate in the space provided. Boxes 14-18.

F. Legislative authorization. Write the appropriate code number. If the correct name, part or title does not appear in the code book, select "other" and write in longhand the correct one(s) on the worksheet. If more than one of the bills listed applies, write the number for the one giving major support in the boxes. Then write the code number of others which apply or the name if not listed, on the worksheet. Do not write P. L. numbers alone. Write the title. Boxes 19-20.

G. Contents from coding scheme. Every program or project is to be given a primary code. For the primary code, one code number must be selected from every group with a Roman numeral heading. Boxes 21-44 and 55-61.

Generally, the primary code should represent major or most significant emphases. When additional emphases need to be pointed out, you may write, if you wish, a second code. You may change code numbers of the primary code to produce the secondary code (boxes 45-54). When you do not wish to write a secondary code, draw a line through the row of boxes. (Notice that no provision is made for secondary coding for Groups VII and VIII.)

For the primary code, you may select and record more than one category for four of the eight groups. For group II, you may record two categories (two two-digit numbers); for groups III, IV, V, you may record three choices (three two-digit numbers). Coding for groups I, VI and VII provides for only one choice (one or two two-digit numbers). (Secondary coding provides for only one selection for groups I through VI.)

For group VIII, Identification Information, a box is provided for recording one single-digit number for each heading in the group, Age, Sex, etc. Be sure to select one number for each heading.

For a longitudinal study, for the Age box, select the code number for the category whose first digit indicates the age of entry. For example, selecting and entering code number 4 (for ages 3-5) would indicate the age of entry to be age 3.

H. Independent and dependent variables. Space is provided for the coding of the three most important independent variables (Boxes 62-70) and the two most important dependent variables (Boxes 71-76). If you code fewer than three or two, respectively, draw a line through the row of boxes not used.

The code number for the first box in each row of three boxes is to be taken from one of the major groups listed for G (all except groups I and VI). (Type of Study, I, and Duration of Study, VI, are not available for coding as variables.) Use the arabic numbers in parentheses following the Roman numerals of groups II, III, IV, V, VII, or VIII for the first box of each row allowed for recording variables.

Once you have indicated the major group by arabic number, you select one of the categories listed for the group and record that number in the next two boxes. Thus an independent variable code, 307, indicates that the teacher as an agent of intervention is one of the independent variables. In a different study, the same three digits might specify the dependent variable.

Group VIII contains no two-digit numbers. When selecting variables from group VIII, write the single digit (8), representing the group, then a single digit for each heading, then a single digit for a category under that heading. Thus the code 831 could indicate members of the undifferentiated lower class as the dependent variable (category 1 under heading 3, group 8).

I. Main descriptors. This heading is included to assist in the retrieval of information from the system once it is operational. In selecting a one or two two-digit descriptor, decide how you could best "ask for" information from the computerized data bank. Recording the code 1309 would indicate you want a printout of all program/projects dealing with television instruction of preschool children. If you select only one two-digit descriptor, draw a line through two of the boxes.

It is especially important for this group that when you code for "other," you write the appropriate descriptor on the worksheet. The descriptors now listed are obviously only a sample of the topics about which one could retrieve information from this system. The next draft will contain a more complete list of coded descriptors. Such a list will permit a more specific description than is possible with the general categories of the other groups (Boxes 77-80).

Note

When a project does not study children as Subjects, but children are participants or conceived of as the ultimate targets, do the coding for the children. If this is not possible or misleading, code for "other" and explain on the worksheet.

For amount funded (C and E), remember to include only that amount estimated or known to be spent for ages 0 through 8.

When "other" or "inapplicable" categories are selected, be sure to describe briefly on the worksheet what is appropriate or applicable.

Person Completing Form ____________________ ____________
(Name) (Phone)

A. Agency ____ ____ ____
(1) (2) (3)

Pgm: ____
Pjt: ____
PP: ____

B. Project number (leave blank) ____ ____ ____ ____ ____
(4) (5) (6) (7) (8)

C. Money funded FY 70 ____ ____ ____ ____
(in thousands) (9) (10) (11) (12)

D. Continuation ____
(13)

Indirect costs not included: ____ Post FY 70 funding uncertain: ____
Extended FY 70 without additional $: ____ Approved FY 70 for later $: ____

E. Estimated total amount in thousands for FY 70, plus pre and post FY 70 funds ____ ____ ____ ____ ____
(14) (15) (16) (17) (18)

F. Funding source (legislative authorization) ____ ____
(19) (20)

G. Contents-Primary:
I ____ (21)
II ____ ____ ____ ____ (22) (23) (24) (25)
III ____ ____ ____ ____ ____ ____ (26) (27) (28) (29) (30) (31)
IV ____ ____ ____ ____ ____ ____ ____ ____ (32) (33) (34) (35) (36) (37) (38) (39)
V ____ ____ ____ ____ (40) (41) (42) (43)
VI ____ (44)

Contents-Secondary:
I ____ (45)
II ____ ____ (46) (47)
III ____ ____ (48) (49)
IV ____ ____ (50) (51)
V ____ ____ (52) (53)
VI ____ (54)

VII: ____ ____
(55) (56)

VIII: ____ ____ ____ ____ ____
(57) (58) (59) (60) (61)

H. Independent Variables: ____ ____ ____ | ____ ____ ____ | ____ ____ ____
(62) (63) (64) | (65) (66) (67) | (68) (69) (70)

Dependent Variables: ____ ____ ____ | ____ ____ ____
(71) (72) (73) | (74) (75) (76)

I. ____ ____ | ____ ____
(77) (78) | (79) (80)

Grant, program or project title:

Grant, program or project ID number: ____________________

Principal investigator: (Name) ______________________________

______________________________ ____________
(Phone)

Resume:

Instructions for Typed Descriptions
(See example following Instructions)

1. Write agency initials at top of resume.
2. Type program or project title.
3. Type agency ID number for program, project or grant.
4. Type name, address and phone number of principal investigator.
5. Type a resume of the program or project covering the following:
   a. Briefly describe the major objectives of each program or project as follows:
      1. For research and evaluation studies, state objectives in terms of knowledge sought.
      2. For demonstration and development projects, state goals in terms of specific behaviors or states of the target population which products* are expected to elicit.

   b. For all studies, briefly state the major hypothesis, if relevant.

   c. For all studies, include population size and, when relevant, briefly describe the methodology or design.

   d. Briefly describe the expected final results or end products.
      1. For research studies, describe the results and the planned or possible application of results and the general problem to which the research addresses itself.
      2. For all other projects and research, when relevant, describe the end products which can be used to change or affect children.

   e. Briefly describe or list the major stages, components or activities for each program or project.

---

* A product may be a system or materials, techniques, procedures, equipment, facilities.

EXAMPLES OF RESUMES

Project Resume (Basic Research)

Grant, program or project title: Disadvantaged children and their first school experiences

Grant, program or project ID number: H8256

Principal investigator: Dr. Virginia Shipman
Educational Testing Service
Princeton, New Jersey

Telephone 609-921-9000

Major Objectives: To study the development in depth of the low-income child, assessing effects of different influences on this development such as home, preschool and early school experiences.

Results: Basic information on development of low-income child now available only in cross-section; no other major studies of longitudinal nature except for middle-income of exceptional samples. Information on the kinds of experiences that most benefit or retard development should help guide preschool and primary school intervention program development.

Major Components: Development of a conceptual framework for significant variables in development of child; development of new and re-standardization of old measurement devices; locating samples of low-income children; data collection, analysis and reporting.

Program Resume (Development)

Title: Individualization of Education Program
ID number: BR 50253-05
Principal Investigator: John Bolvin, Learning Research and Development Center, Address

Major Objectives: The long-run objective of the program is a prototype system of education which, by adapting to relevant individual differences, optimizes each student's progress in school by permitting mastery of subject matter in the most efficient manner for each student. The individualization includes lesson plans, individualization of the materials and instructional techniques provided, achievement of a required level of subject-matter mastery for each student.

Results or End Products: Listed above and below.

Major Components: Within this program, the Individually Prescribed Instruction Project (IPI) is focused on the development of a workable model for the individualization of instruction at the elementary level. Components of the model include curriculum design, testing, materials and resources for instruction, prescription writing and teacher training, classroom management and information feedback. The Primary Education Project, a new experimental school project, has as its aim the development of individualized curriculum and a school organization that will serve children in a continuous program beginning at age 3 and running through the primary grades. The project is undertaking the design of a total school environment and will concern itself with the practical problems of running a school and with maximizing the school's effectiveness. Systematic curriculum design and classroom management procedures are among its activities. The Computer Management and Information System Project is designed to increase the effectiveness of the model for individualizing instruction and to optimize the role of the teacher. Instructional materials have been developed in elementary mathematics, reading, science, handwriting and spelling.

APPENDIX B

Early Childhood R and D Project Code Book

Item	Column Nos.	No. of Columns
A. Program or project administrative Levels: agency, division, branch or equivalents	1-3	3

001-100 - National Institutes of Health
  001 - National Institutes of Health, National Institutes of Child Health and Human Development
  002 - National Institutes of Health, other

101-200 - Health Services and Mental Health Administration
  101 - Health Services and Mental Health Administration, National Institute of Mental Health
  102 - National Institute of Mental Health, Special and Collaborative Programs Division of Special Mental Health Programs
  103 - Division of Special Mental Health Programs, Center for Studies of Child and Family Mental Health, Early Childhood Research
  104 - Health Services and Mental Health Administration, other

201-300 - Office of Child Development
  201 - Office of Child Development, Children's Bureau, Research
  202 - Office of Child Development, Children's Bureau, Evaluation
  203 - Office of Child Development, other

301-400 - Office of Economic Opportunity
  301 - Office of Economic Opportunity, Office of Planning Research and Evaluation
  302 - Office of Economic Opportunity, Program Development
  303 - Office of Economic Opportunity, other

401-500 - Office of Education
  401 - Office of Education, Deputy Assistant Secretary for Planning, Research and Evaluation

402 - Office of Education, National Center for Educational Research and Development
403 - Office of Education, National Center for Educational Research and Development, Division of Educational Laboratories, Research and Development Centers
404 - Division of Educational Laboratories, Research and Development Centers, National Program, University of Arizona
405 - Division of Educational Laboratories, Research and Development Centers, National Program, University of Chicago
406 - Division of Educational Laboratories, Research and Development Centers, National Program, Cornell University
407 - Division of Educational Laboratories, Research and Development Centers, National Program, University of Kansas
408 - Division of Educational Laboratories, Research and Development Centers, National Program, George Peabody College for Teachers
409 - Division of Educational Laboratories, Research and Development Centers, National Program, Syracuse University
410 - Division of Educational Laboratories, Research and Development Centers, National Program, University of Oregon
411 - Division of Educational Laboratories, Research and Development Centers, National Program, National Coordination Center
412 - Division of Educational Laboratories, Research and Development Centers, National Program, University of Georgia
413 - Division of Educational Laboratories, Research and Development Centers, University of Pittsburgh
414 - Division of Educational Laboratories, Research and Development Centers, University of Wisconsin
415-417 - Division of Educational Laboratories, Research and Development Centers, other

418 - Office of Education, National Center for Educational Research and Development, Division of Educational Laboratories, Laboratory Branch
419 - Division of Educational Laboratories, Laboratory Branch, Appalachia Educational Laboratory
420 - Division of Educational Laboratories, Laboratory Branch, Center for Urban Education
421 - Division of Educational Laboratories, Laboratory Branch, Central Midwestern Regional Educational Laboratory
422 - Division of Educational Laboratories, Laboratory Branch, Far West Laboratory

423 - Division of Educational Laboratories, Laboratory Branch, South Central Regional Educational Laboratory
424 - Division of Educational Laboratories, Laboratory Branch, Southeastern Educational Laboratory
425 - Division of Educational Laboratories, Laboratory Branch, Southwest Educational Development Laboratory
426 - Division of Educational Laboratories, Laboratory Branch, Southwestern Cooperative Educational Laboratory
427 - Division of Educational Laboratories, Laboratory Branch, Southwest Regional Laboratory
428 - Division of Educational Laboratories, Laboratory Branch, Northwest Regional Educational Laboratory
429 - Division of Educational Laboratories, Laboratory Branch, Research for Better Schools
430-432 - Division of Educational Laboratories, Laboratory Branch, other

433 - Office of Education, National Center for Educational Research and Development, Division of Elementary and Secondary Research
434 - Division of Elementary and Secondary Research Basic Studies
435 - Division of Elementary and Secondary Research Instructional Materials and Practices
436 - Division of Elementary and Secondary Research, Organization and Administration
437-439 - Division of Elementary and Secondary Research, other

440 - Office of Education, National Center for Educational Research and Development, Regional Research
441 - Office of Education, National Center for Educational Research and Development, Experimental Schools
442 - Office of Education, National Center for Educational Research and Development, Arts and Humanities
443-446 - Office of Education, National Center for Educational Research and Development, Division of Comprehensive and Vocational Education Research
447-448 - Office of Education, National Center for Educational Research and Development, Division of Higher Education
449-451 - Office of Education, Office of Program Planning and Evaluation
452-454 - Office of Education, National Center for Educational Statistics
455 - Office of Education, Deputy Commissioner of School Systems

456 - Deputy Commissioner of School Systems, Bureau of Elementary and Secondary Education
457 - Bureau of Elementary and Secondary Education, Division of Compensatory Education
458 - Division of Compensatory Education, Follow Through
459-460 - Division of Compensatory Education, other
461 - Bureau of Elementary and Secondary Education, Division of Plans and Supplementary Centers
462 - Division of Plans and Supplementary Centers, Bilingual
463-464 - Division of Plans and Supplementary Centers, other
465 - Deputy Commissioner of School Systems, Bureau of the Handicapped
466 - Bureau of the Handicapped, Division of Educational Services
467 - Division of Educational Services, Media Services
468 - Division of Educational Services, Media Services
469 - Division of Educational Services, Project Centers
470-471 - Division of Educational Services, other
472-474 - Bureau of the Handicapped, Division of Training
475 - Bureau of the Handicapped, Division of Research
476 - Division of Research, Projects and Programs
477 - Division of Research, Research Labs and Demonstrations
478-479 - Division of Research, other
480-481 - Deputy Commissioner of School Systems, Bureau of Adult Vocational and Technical Education
482 - Deputy Commissioner of School Systems, Bureau of Educational Personnel Development
483 - Bureau of Educational Personnel Development, Division of School Programs
484 - Division of School Programs, Staff Development
485-486 - Division of School Programs, other
487-488 - Bureau of Educational Personnel Development, Teachers Corp
489-490 - Bureau of Educational Personnel Development, Division of College Programs

Item	Column Nos.	No. of Columns
B. Project Number (leave blank)		
00001-10000--NIH 10001-20000--NIMH 20001-30000--OCD 30001-40000--OEO 40001-50000--OE	4--8	5

	Item	Column Nos.	No. of Columns
C.	Fiscal year 1970 money funded. Code in thousands: $1, 153, 870 equals 1154. $32, 000 equals 0032.	9--12	4
D.	Continuation Funding. Code to show number of years for which the project is funded after FY70. 1--yes, plus one year after FY70 2--yes, plus two years after FY70 3--yes, plus three years after FY70 4--yes, plus four years after FY70 5--yes, plus five years after FY70 6--yes, plus six years after FY70 7--yes, plus seven years after FY70 8--yes, open ended 9--no, not continued past FY70	13	1
E.	Estimated total amount in thousands (FY70 and pre and post FY70)	14--18	5
F.	Funding Source (Legislative Authorization) 01 Civil Rights Act of 1964, Title IV 02 Civil Rights Act, other titles 03 Cooperative Research Act, Amended by ESEA, Title IV 04 Cooperative Research Act, other titles 05 Demonstration Cities and Metropolitan Development Act of 1966 06 Economic Opportunity Act of 1964, Title II 07 Economic Opportunity Act of 1964, other titles 08 Education for the Handicapped Act, Title VIB 09 EHA, other titles 10 Education Professions Development Act, Part B1 11 EPDA, Part C 12 EPDA, other parts	19--20	2

13 Elementary and Secondary Education Act of 1965, Title I
14 ESEA, Title I, Amended by PL 89-750
15 ESEA, Title III
16 ESEA, Title VI
17 ESEA Title VIC
18 ESEA, Title VII
19 ESEA, other titles
20 Handicapped Children's Early Education Assistance Act
21 EEAA, other titles
22 Higher Education Act, Title VC
23 HEA, other titles
24 Mental Retardation Facilities Act
25 National Defense Education Act, Title III
26 NDEA, other titles
27 Vocational Education Act, Section 4A
28 Public Health Service Act, Section 301, Title V, Part E
29 VEA, Section 4C
30 VEA, other titles
31 Other legislative authorization

G.	Contents	21--61	41
I.	Type of program or project	21	1

1 Basic descriptive or analytic research
2 Applied research (includes intervention)
3 Methodological research to develop measures and instruments
4 Development of systems, materials, methods, media, equipment and facilities
5 Demonstration of new products or innovative approaches in field setting
6 Overall program evaluation
7 Cost-effectiveness studies
8 Research on diffusion or dissemination (includes training)
9 Other

II.(2)* Setting of the intervention or developmental process studied	22--25	4

---

* Arabic numbers which follow Roman numerals are for use in coding first boxes of H, Independent and Dependent Variables.

Child's Own Family

01 Home
02 Other

Family Substitutes

03 Adoptive family
04 Foster family
05 Residential Institutions
06 Other

Educational Institutions

07 Nursery or preschool
08 Head Start
09 Kindergarten
10 Elementary school
11 All the above educational institutions
12 Other educational institutions

Community Services to Child and Family

13 Day Care
14 Health and welfare agencies
15 Both the above community services
16 Other community services
17 All the above settings listed
18 Other settings
19 Inapplicable

III. (3) 26--31 6

The agents of the intervention or
developmental relationships studied

Family

01 Mother
02 Father
03 Siblings
04 All the above
05 Other relatives in home

06 Adoptive parents and/or family
07 Foster parents and/or family
08 Family/other

Educational Personnel

09 Teachers
10 Teachers' aides
11 Remedial instruction personnel
12 Instructors for the handicapped
13 Other specialized and technical support personnel (e.g., school mental health personnel, school social workers, nurses)
14 Administrators
15 All the above educational personnel
16 Peers
17 Educational personnel/other
18 Day care workers; paid workers in home
19 Professionals
20 Paraprofessionals
21 Volunteers (youth and adult)
22 All the above day care workers
23 Day care workers/other

Other Child Development and Mental Health Personnel

24 Professionals
25 Paraprofessionals
26 Volunteers (youth and adult)
27 All the above child development personnel
28 Other child development and mental health personnel/other

Other Societal Institutions

29 Mass Media
30 Housing
31 Legislation
32 Police and courts
33 Employment; the economy
34 Churches
35 All the above societal institutions
36 Other societal institutions/other

37 All the above agents of intervention
38 Other agents of intervention
39 Inapplicable
40 Description and/or assessment of family variables
41 Description and/or assessment of educational personnel variables
42 Description and/or assessment of day care worker variables
43 Description and/or assessment of other child development personnel variables
44 Description and/or assessment of other societal institution variables
45 Description and/or assessment of all the above agents of intervention

IV. (4) 32--37 6

Modes of intervention or developmental influence studied

Focused on Child

01 Genetic
02 Nutritional
03 Medical
04 Psychotherapy, counseling, behavior modification
05 Remedial or compensatory education
06 Education for the handicapped
07 Experimental or innovative curricula, methods or media
08 Traditional instruction
09 Learning process in the classroom
10 Learning process in other than classroom
11 General
12 Focused on Child/other

Focused on Parents and Family

13 Income support, supplementation and maintenance
14 Provision of parent aides or substitutes
15 Case work and counseling
16 Parent involvement and education
17 Family planning; population control
18 General
19 Focused on parents and family/other

Focused on Child Development Agents Other Than Parents

20 Recruitment and selection
21 Training and support
22 Both the above modes
23 Focused on child development agents other than parents/other

Focused on Impinging or Encompassing Institutions

24 Institutional innovation: creation of new roles, settings, instrumentalities, facilities
25 Institutional consultation and "change-agentry"
26 Administrative, management, coordination, reorganization
27 Legislation and legal reform
28 Education and orientation of administrator
29 Focused on impinging or encompassing institutions/other
30 All the above modes focused on institutions
31 All the above modes of intervention
32 Other modes of intervention
33 Inapplicable
34 Description and/or assessment of child-focused variables
35 Description and/or assessment of parent and family-focused variables
36 Description and/or assessment of variables focused on child development agents other than parents and family
37 Description and/or assessment of variables focused on impinging or encompassing institutions

V. (5) 38--43 6

Developmental and behavioral characteristics studied as consequences or foci of intervention or investigation

Physical Development

01 Health and growth
02 Nutrition
03 Perceptual motor abilities and skills (psychomotor)

Cognitive and learning abilities skills, knowledge

04 Learning process

05 Language and communication
06 Tested intelligence
07 Cognitive development (includes concept formation)
08 Learning style
09 School achievement or "readiness"
10 All the above cognitive and learning abilities
11 Cognitive and learning abilities, skills, knowledge/other

Motivational Orientations; personality

12 Self concept
13 Attitudes and values
14 Motives
15 Emotional controls
16 All the above motivational orientations
17 Motivational orientations; personality/other

Social Relationships

18 To/Parents or parent substitutes
19 To/Siblings
20 To/Family
21 To/Peers
22 To/Teachers
23 To/Other community agents or institutions
24 All the above social relationships
25 Social relationships to/other
26 All the above characteristics studied
27 Other developmental and behavioral characteristics
28 Inapplicable

VI. 44 1

Duration of Study

1 Cross-sectional Studies (intervention; observations taken at a single time)
2 Immediate impact studies (observations taken at end of intervention, whether or not there has been a pretest)
3 Short-term follow-up studies (observations taken a year or less after end of intervention, or intervention and observation are continued for over a year but less than two years)

4 Long-term follow-up studies (intervention; two years or more)
5 Cross-sectional studies (no intervention; observations taken at a single time)
6 Short-term longitudinal studies (no intervention; data span two years or less)
7 Long-term longitudinal studies (no intervention; data span more than two years)
8 Studies done at an arbitrary point in time (no controlled intervention; description and/or evaluation of program/project)
9 Other duration (45--54 (sec. code) 10)

VII. (7) 55-56 2

Membership in special categories relevant to intervention

01 The adoptable or homeless child
02 The adopted child
03 The autistic or schizophrenic child
04 The chronically ill child
05 The delinquent or sociopathic child
06 The emotionally disturbed child
07 The fetal or unborn child
08 The growth retarded or malnourished child
09 The intellectually gifted child
10 The mentally retarded child
11 The migrant child
12 The neglected or abused child
13 The normal child
14 The physically handicapped child (deaf and dumb)
15 The physically handicapped (deaf, dumb, and blind)
16 The physically handicapped (other than deaf, dumb and/or blind)
17 The premature child
18 The slow learner
19 The socioeconomically disadvantaged child
20 More than one of the above
21 Other
22 Unascertainable, unspecified or inapplicable

Item	Column Nos.	No. of Columns
VIII. (8)	57--61	5

Child Characteristics-ID

Sex (1)

1 Male
2 Female
3 Male and Female
4 Unspecified or inapplicable

Age (2)

1 Prenatal
2 Infant (0-11 mos) or toddler (1 and 2 years)
3 Preschool (3, 4, 5 years)
4 Kindergarten (5 and/or 6 years)
5 Both 3 and 4 above
6 Primary grades (6, 7, 8 years, grades 1, 2, 3)
7 Both 4 and 6 above
8 All the above or all the above except prenatal
9 Other

Socioeconomic Status (3)

1 Lower class, undifferentiated
2 Lower class, stable employment
3 Lower class, sporadically employed or chronically on welfare
4 Both 2 and 3 above
5 Middle class
6 Above middle class
7 Heterogeneous
8 Unspecified or inapplicable
9 Other

Ethnic Majority (4)

1 American Indian
2 Black
3 Mexican American
4 Puerto Rican
5 White

6 Ethnic mix in individual
7 Ethnic mix in sample
8 Unspecified or inapplicable
9 Other

Location (5)

1 Greater Metropolitan (1,000,000+)
2 Lesser Metropolitan (over 50,000)
3 Small city (between 2,500 and 50,000)
4 Adjacent metropolitan or suburban
5 Isolated semi-rural (includes at least one incorporated place of 2,500 or more)
6 Isolated, fully rural (under 2,500)
7 All the above or more than one of the above
8 Unspecified or inapplicable
9 Other

H. Independent and dependent variables

62--76 15

From groups II, III, IV, V, VII and VIII in G above, select as explained in the instructions the code numbers for independent and dependent variables. You may code as many as three independent variables and two dependent variables or only one of each. Do not use any numbers of groups I and VI.

77--80 4

I. Major Descriptors

To assist in the retreival of information, you may select two of the following as major descriptors of any program/project. This sample list will be expanded on the basis of information returned on the worksheets. (Write the better descriptor first.)

01 Adoption
02 Autistic Children
03 Black Americans
04 Computer assisted instruction
05 Day Care instruction programs
06 Individualized instruction
07 Infant care

08 Malnutrition
09 Preschool--ages 3, 4, 5
10 Programmed instruction process
11 Racism
12 Reading
13 Television instruction
14 Unwed mothers
15 Other (specify)

APPENDIX C

Office of Education, National Center for Educational Research and Development--R and D Centers and Regional Laboratories

Research and Development Centers

Learning Research and Development Center
208 M. I. Building
University of Pittsburgh
Pittsburgh, Pennsylvania 15213

Center for the Advanced Study of Educational Administration
147B Hendricks Hall
University of Oregon
Eugene, Oregon 97403

Wisconsin Center for Research and Development in Cognitive Learning
The University of Wisconsin
1404 Regent Street
Madison, Wisconsin 53705

Stanford Center for Research and Development in Teaching
Stanford University
770 Welch Road
Palo Alto, California 94304

Center for Research and Development in Higher Education
University of California 4606 Tolman Hall
Berkeley, California 94720

Research and Development Center in Teacher Education
303 Sutton Hall
University of Texas
Austin, Texas 78712

Center for the Study of the Evaluation of Instructional Programs
University of California
145 Moore Hall
405 Hilgard Avenue
Los Angeles, California 90024

Center for the Study of Social Organization of Schools
The John Hopkins University
3505 North Charles Street
Baltimore, Maryland 21218

Educational Policy Research Centers

Educational Policy Research Center
Stanford Research Institute
Menlo Park, California 94025

Educational Policy Research Center
Syracuse University Research Corporation
Syracuse, New York 13210

Regional Educational Laboratories

Appalachia Educational Laboratory (AEL)
1031 Quarrier Street
P.O. Box 1348
Charlestown, West Virginia 25325

Center for Urban Education (CUE)
105 Madison Avenue
New York, New York 10016

Central Midwestern Regional Educational Laboratory (CEMREL)
10646 St. Charles Rock Road
St. Ann, Missouri 63074

Eastern Regional Institute for Education (ERIE)
635 James Street
Syracuse, New York 13203

Education Development Center (EDC)
55 Chapel Street
Newton, Massachusetts 02160

Far West Laboratory for Educational Research and Development (FWLERD)
Claremont Hotel
1 Garden Circle
Berkeley, California 94705

Mid-Continent Regional Educational Laboratory (McREL)
104 East Independence Avenue
Kansas City, Missouri 64106

Northwest Regional Educational Laboratory (NWREL)
400 Lindsay Building
710 Southwest Second Avenue
Portland, Oregon 97204

Regional Educational Laboratory for the Carolinas and Virginia (RELCV)
Mutual Plaza
Durham, North Carolina 27701

Research for Better Schools, Inc. (RBS)
1700 Market Street
Suite 1700
Philadelphia, Pennsylvania 19103

Southeastern Education Laboratory (SEL)
3450 International Boulevard
Atlanta, Georgia 30054

Southwest Educational Development Laboratory (SWEDL)
800 Brazos Street
Austin, Texas 78767

Southwestern Cooperative Educational Laboratory (SWCEL)
117 Richmond Drive, N. E.
Albuquerque, New Mexico 87106

Southwest Regional Laboratory (SWRL)
11300 LaCienga Boulevard
Inglewood, California 90304

Upper Midwest Regional Educational Laboratory (UMREL)
1640 East 78th Street
Minneapolis, Minnesota 55423

National Laboratory on Early Childhood Education

National Coordination Center
National Program on Early Childhood Education
Central Midwestern Regional Educational Laboratory
10646 St. Charles Rock Road
St. Ann, Missouri 63074

Demonstration and Research Center for Early Education
Peabody College for Teachers
Nashville, Tennessee 37203

Early Education Research Center
5801 Kenwood Avenue
University of Chicago
Chicago, Illinois 60637

Research and Development Center in Early Childhood Education
College of Education
University of Arizona
Tucson, Arizona 85721

Kansas Center in Early Childhood Education
Department of Human Development
The University of Kansas
Lawrence, Kansas 66044

Research and Development Center in Early Childhood Education
Department of Psychology
Syracuse University
Syracuse, New York 13210

Research Program in Early Childhood Education
Department of Child Development and Family Relationships
Cornell University
Ithaca, New York 14850

Center for Research and Development in the Early Education of Handicapped Children
University of Oregon
Eugene, Oregon 97403

APPENDIX D

Descriptions of Individual Children's Programs

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Research and Development General Education (Project) Research, Instructional Materials and Practices Branch, Division of Elementary-Secondary Education Research, National Center for Educational Research and Development, Office of Education 169

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EDUCATIONAL RESEARCH DISSEMINATION--ERIC SYSTEM

Authorizing Statute: 20 U.S.C. 331, Cooperative Research Act, Public Law 83-531, 68 Stat. 533; as amended by the Elementary and Secondary Education Act of 1965. Public Law 89-10, title IV, 79 Stat. 44.

Administrator: Associate Commissioner for Research, Office of Education, U.S. Department of Health, Education, and Welfare.

Nature of Program Activity: Using a nationwide system of clearinghouses, each under contract to OE, and a variety of service contractors, the ERIC system seeks to provide the educational community with unavailable or hard-to-find but significant research and research-related reports, papers, and other documents; fosters the preparation of interpretive summaries of information from many reports for use by educational decision makers and practitioners; strengthens existing educational research dissemination channels; and provides a base for developing a national education information network that can effectively link knowledge producers and users in education.

Eligibility: Grants and contracts for research or research-related activities may be awarded to local school systems, State departments of education, colleges, universities, and other public or private agencies, organizations, groups, or individuals. Profitmaking organizations are eligible for research support contracts but not for grants.

Available Assistance: Each proposal is evaluated on its merits. Funds are used for clearinghouse and related studies and services.

Use Restrictions: None, within the limits outlined here.

Appropriations: $5.2 million (estimate), FY 1970; $3.4 million, FY 1969; $2.8 million, FY 1968.

Obligations: $3.4 million, FY 1969; $2.8 million, FY 1968.

Average Assistance: The average contract is $150,000.

Assistance Prerequisites: Applicants must have the professional competence and fiscal accountability needed to carry out the supported activities.

Program Accomplishments: Since its inception in FY 1967, the ERIC system has emerged as one of the most important linkages between the R&D specialists who produce new knowledge and the educational decision makers and practitioners who need such information. ERIC's monthly abstract bulletin, Research in Education (RIE), expanded from 67 reports announced in the first issue, November, 1966, to 700 reports cited in the December, 1968 issue. The total ERIC collection grew to 17,341 screened documents by the end of 1968. There were 4,422 subscribers to RIE in December, 1968. In addition, over 1,000 copies were distributed free each month to State libraries, Federal agencies, and some professional organizations. A new monthly, Current Index to Journals in Education, (CIJE), was published for the first time in June, 1969. Newsletters published by 14 clearinghouses reach a combined audience of over 57,000 educational specialists in key positions all over the country. Also, the clearinghouses in FY 1969 published over 350 major annotated bibliographies, interpretive summaries, or reviews on critical topics. In addition, the clearinghouses have agreements to produce regular dissemination columns in 40 journals that reach over 400,000 subscribers. In FY 1969, the clearinghouses answered over 42,000 inquiries on specific topics.

Washington Contact: Chief, Educational Resources Information Center, Division of Information Technology and Dissemination, Bureau of Research, U.S. Office of Education, Washington, D.C. 20202. 202-962-6693.

Local Contact: Director of Research for each Office of Education regional office.

EVALUATION UNDER COOPERATIVE RESEARCH AUTHORITY

Authorizing Statute: 20 U.S.C. 331, Cooperative Research Act, Public Law 83-531, 68 Stat. 533; as amended by the Elementary and Secondary Education Act of 1965, Public Law 89-10, Title IV, 79 Stat. 44.

Administrator: Assistant Commissioner for Program Planning and Evaluation, Office of Education, U.S. Department of Health, Education, and Welfare.

Nature of Program Activity: This program solicits evaluation studies on the impact and efficiency of programs administered by the Office of Education. These studies are concerned also with analyzing the process and product of education.

Eligibility: Individuals, associations, nonprofit and profitmaking organizations, and colleges and universities are eligible to receive contracts on the basis of competitive proposals.

Available Assistance: Available funds are spread for maximum coverage of the evaluations needed. The program supports competitive contracts.

Use Restrictions: None, except as stated above.

Appropriations: $3 million (estimate), FY 1970; $1.25 million, FY 1969; $1.25 million, FY 1968.

Obligations: Funds for FY 1968 and 1969 were fully obligated.

Average Assistance: $75,000.

Assistance Prerequisites: None applicable.

Program Accomplishments: Evaluation studies conducted under the Cooperative Research Act support the responsibilities of the Commissioner of Education to determine and report on the progress of education in America and to determine the effectiveness and impact of Federal programs of aid to American education. Together with studies undertaken by the professional staff of the Office of Education, they are the core of this evaluative effort.

In Fiscal Year 1968, evaluation studies concentrated on three broad areas: effects of compensatory programs for the disadvantaged; attitudes and characteristics of high school seniors with respect to colleges and financial problems of college students; and effective vocational education programs at the secondary and junior college level and in metropolitan areas. In Fiscal Year 1969, evaluation efforts represented a balance between new studies and follow-on analyses of studies initiated in prior years and primarily concerned with successful education for the disadvantaged.

Washington Contact: Assistant Commissioner for Program Planning and Evaluation, U.S. Office of Education, Washington, D.C. 20202. Phone: 202-963-2307.

Local Contact: None.

RESEARCH AND DEVELOPMENT
GENERAL EDUCATION (PROJECT) RESEARCH

BASIC STUDIES BRANCH, DIVISION OF ELEMENTARY-SECONDARY EDUCATION RESEARCH--NATIONAL CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

OFFICE OF EDUCATION

Authorizing Statute: 20 U.S.C. 331, Cooperative Research Act, Public Law 83-531, 68 Stat. 533; as amended by the Elementary and Secondary Education Act of 1965, Public Law 89-10, Title IV, 79 Stat. 44.

Administrator: Associate Commissioner for Research, Office of Education, U.S. Department of Health, Education, and Welfare.

Nature of Program Activity: The Basic Research Program provides funds for research projects in the behavioral, social, biological, and other sciences which potentially will contribute to ultimate improvements in education.

Eligibility: Proposals are invited from researchers and scientists in fields such as anthropology, ecology, economics, history, information science, life sciences, linguistics, political science, education, psychology and sociology. Eligible applicants are colleges and universities, State and local school systems, public and private organizations, and individuals.

Available Assistance: Allotments are made annually from the Cooperative Research appropriation for general education research. Projects supported range from a few thousand dollars for activities which can be completed in a few months to comprehensive multidimensional studies which involve continuation funding over several years.

Use Restrictions: Research that has a strong theoretical orientation and shows promise of strengthening scientific knowledge is encouraged. Studies of an applied nature are not eligible.

Allotments: $3.8 million (estimate), FY 1971; $3.9 million, FY 1970.

Obligations: $3.8 million (estimate), FY 1971; $3.9 million, FY 1970.

Funding of Projects in Early Childhood Education: It is not possible in an unsolicited program such as this to determine which proposals will be submitted and subsequently selected for funding. The best estimate at this time is that about $500,000 may go to support projects in early childhood education. $477,829, FY 1970.

Average Assistance: Projects vary widely; the average is between $40,000 and $60,000.

Assistance Prerequisites: Applicants must have the professional competence and the fiscal accountability necessary to assure a successful completion of the projects undertaken.

Program Accomplishments: The Basic Research Program is an important source of new knowledge in education. Research supported by this program has produced generalizable knowledge potentially relevant to topics such as the following:

1. The learner, including all cognitive, affective, and sensorimotor functions.
2. The teacher and the instructional process.
3. Environmental influences on the educational process, including political and economic influences.
4. Educational organization and finance.
5. Interrelations among the topics enumerated above.
6. Systematic model and theory building.
7. Research methodology.

Washington Contact: Robert H. Beezer, Acting Chief, Basic Studies Branch, Division of Elementary-Secondary Education Research, Office of Education, Washington, D.C. 20202. Phone: 202-963-7846.

Local Contact: Office of Education, Regional Offices, Educational Laboratories, State and Local School Systems.

RESEARCH AND DEVELOPMENT
GENERAL EDUCATION (PROJECT) RESEARCH

INSTRUCTIONAL MATERIALS AND PRACTICES BRANCH, DIVISION OF ELEMENTARY-SECONDARY EDUCATION RESEARCH, NATIONAL CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

OFFICE OF EDUCATION

Authorizing Statute: 20 U.S.C. 331, Cooperative Research Act, P. L. 83-531-68 Stat. 533; as amended by the Elementary and Secondary Education Act of 1965, Public Law 89-10, Title IV, 79 Stat. 44.

Administrator: Associate Commissioner for Research, Office of Education, U.S. Department of Health, Education, and Welfare.

Nature of Program Activity: This program provides funds for research projects designed to develop new and improved educational materials and techniques. Projects aimed at preschool and elementary populations are the primary focus of support under this program.

Eligibility: Eligible applicants are colleges and universities, State and local school systems, public and private organizations, and individuals. There are no regulations governing the size and duration of individual projects. Unsolicited proposals are eligible for consideration. However, the best information indicates that little, if any, money will be available in FY 1971 for new starts since plans are underway to implement a targeted research and development program focusing on selected priority areas. This implies that proposals will be solicited by the Office of Education through formal requests for proposals.

Available Assistance: Allotments are made annually from the Cooperative Research appropriation. Projects range from a few thousand dollars for activities which can be completed in a few months to comprehensive multidimensional studies which involve continuation funding over several years.

Use Restrictions: Funded activities must show promise of improving education in settings other than those in which they are carried out. Support is not available for purely operational activities, which normally are supported from local funds or from other sources. However, support may be requested for the research component of operational programs.

Allotments: $3.8 million (estimate), FY 1971; $2.4 million, FY 1970.

Obligations: $3.8 million (estimate), FY 1971; $2.4 million, FY 1970.

Funding of Projects in Early Childhood Education: $2.3 million, all for continuation costs, FY 1971 (estimate); $1.5 million, 1970.

Average Assistance: Projects vary widely; the average is between $40,000 and $50,000.

Assistance Prerequisites: Applicants must have the professional competence and the fiscal accountability necessary to assure a successful completion of the projects undertaken.

Program Accomplishments: The knowledge revolution and the media revolution have combined to require continuous revisions in the content and methods of instruction in nearly every subject at every educational level. The Instructional Materials and Practices Branch provides support for a variety of curriculum development activities. During FY 1970, for example, support was provided to (1) continue the development of a new secondary mathematics curriculum unifying algebra, geometry and other math according to general concepts; (2) develop and test an inquiry program featuring African history and culture; and (3) to develop a sequential curriculum in English for grades three through six. One successful activity supported under this program is a project to develop an intermediate science curriculum. Seventy thousand junior high students in 21 states have participated in field testing a highly successful self-paced course which uses laboratory experiments to help students learn science concepts. Interest in the program has spread abroad, and teacher conferences in Japan, the Philippines, Australia, and India have dealt with it.

Highlighting development activities supported under this program is a project using television for preschool children. Through Sesame Street, an hour-long daily television series, six million three-, four-, and five-year-old preschool children are learning numbers, letters, and concepts. Designed to teach disadvantaged preschoolers, the program has been equally popular and effective with other children. As an important by-product, it is generating parental enthusiasm about the education of their children.

Washington Contact: Albert S. Storn, Chief, Instructional Materials and Practices Branch, Division of Elementary-Secondary Education Research, Office of Education, Washington, D.C. 20202. Phone: 202-962-6940.

Local Contact: Office of Education Regional Offices.

EDUCATIONAL RESEARCH--EXPERIMENTAL SCHOOLS

Authorizing Statute: 20 U.S.C. 331, Cooperative Research Act, Public Law 83-531, 68 Stat. 533; as amended by the Elementary and Secondary Education Act of 1965, Public Law 89-10, Title IV, 79 Stat. 44.

Administrator: Chief, Experimental Schools Unit, National Center for Educational Research and Development, Office of Education, U.S. Department of Health, Education, and Welfare.

Nature of Program Activity: The experimental schools program is a new effort supported under the Cooperative Research Act. It is to provide a limited number of models of successful efforts for use by other consumers. These will be large-scale, scrupulously documented pilot school efforts to help identify clearly productive approaches to new modes of educating children and youth.

Eligibility: Local school districts, private contractors, and State authorities will be encouraged to make their own choices of alternatives of high promise and to fashion these innovations into their own comprehensive designs. Approximately 4-6 experiments--some involving one school, others involving a cluster of schools--will constitute the system in its first year.

Available Assistance: The $12 million requested for fiscal year 1971 will be spread over the total experimental school program in an effort to provide variety and balance in the pilot efforts undertaken.

Use Restrictions: Funds will be used to stimulate and document the experiments, not to replace or subsidize local efforts.

Appropriations: $12 million (estimate), FY 1971. None in FY 70 or FY 69.

Obligations: New program. No obligations in FY 70 or FY 69.

Funding of Projects in Early Childhood Education: None in FY 71 or FY 70.

Average Assistance: Up to $2 million.

Assistance Prerequisites: Applicants must show evidence of ability to carry out the experimental programs they propose to undertake and to provide the appropriate demonstration and documentation needed to make these programs exemplary for consideration by other school systems.

Program Accomplishments: This is to be a new program. Experiments will take a variety of forms. In some cases, the nature of the experiment will be to develop multilingual, multicultural programs. In others, the experiment will be community based, testing out ways and means of schools to relate to neighborhoods. Various kinds of schools will be involved: elementary, secondary vocational, and possibly community colleges. These experimental schools will be the subject of a long-term evaluative study. A set of desired outcomes for pupils will be agreed on at the outset as a minimal basis for measuring progress. A minimal period of 5 years will be required to implement and evaluate the effort, though preliminary data and analysis should be available following the close of the second year. A minimal level of assured funding will be necessary to carry the experiment through the five-year period if results are to be validated.

Washington Contact: Chief, Experimental Schools Units, National Center for Educational Research and Development, U.S. Office of Education, Washington, D.C. 20202. Phone: 202-963-6965.

Local Contact: Chief, State School Officers, Staff of Educational Laboratories and other educational leaders should be generally aware of program developments.

RESEARCH AND DEVELOPMENT--ARTS AND HUMANITIES

Authorizing Statute: 20 U.S.C. 331, Cooperative Research Act, Public Law 83-531, 68 Statute 533; as amended by the Elementary and Secondary Education Act of 1965, Public Law 89-10, Title IV, 79 Statute 44.

Administrator: Associate Commissioner for Research, Office of Education, U.S. Department of Health, Education, and Welfare.

Nature of Program Activity: The Arts and Humanities Program is concerned with developing and demonstrating ways in which the arts and the humanities can contribute to a humanized education for all students and is therefore encouraging developmental activities that foster self-motivated learning.

Eligibility: Research support grants may be awarded to colleges, universities, State departments of education, or to other public or private, profit, or non-profit agencies, organizations, groups, or individuals after proposals have been reviewed by Office of Education staff and by appropriate non-government advisory personnel and approved by the U.S. Commissioner of Education.

Available Assistance: Allotments are made annually from the Cooperative Research appropriation for general education research.

Use Restrictions: Funded activities must show promise of improving education in settings other than those in which they are carried out. Support is not available for purely operational activities, which are normally supported from local funds or from other sources. However, support may be requested for the research component of operational programs.

Appropriations: Funded out of Cooperative Research appropriations for general education research.

Obligations: Allocations for the Arts and Humanities Program are expected to be $1.35 million in FY 1970; $1.8 million in FY 1969; and $2.0 million, FY 1968.

Average Assistance: The average range of assistance is $50,000 to $100,000.

Assistance Prerequisites: Contracts and grants are awarded pending review of officially submitted proposals.

Program Accomplishments: The Arts and Humanities Program, now in its sixth year, has supported over 200 projects designed to provide new knowledge and materials to strengthen education in a variety of fields. These include aesthetic, architecture, art, dance, literature, media, museums, music, speech, and theater. Emphasis has been not only on formal educational settings in schools, and colleges, but also on informal programs through community arts organizations, arts councils and related groups. The primary aim has been to assist individuals, organizations, and institutions among the arts and humanities constituencies in strengthening their resources for research, development, demonstration, dissemination, and training for the arts and humanities in education.

Washington Contact: Arts and Humanities Program, National Center for Educational Research and Development, U. S. Office of Education, Washington, D.C. 20202. Phone: 202-963-3975.

Local Contact: State Arts Councils will have information on the Arts and Humanities Program.

RESEARCH AND DEVELOPMENT--REGIONAL RESEARCH

Authorizing Statute: 20 U.S.C. 331, Cooperative Research Act, Public Law 83-531, 68 Stat. 533; as amended by the Elementary and Secondary Education Act of 1965, Public Law 89-10, Title IV, 79 Stat 44.

Administrator: Associate Commissioner for Research, Office of Education, U.S. Department of Health, Education, and Welfare.

Nature of Program Activity: Special allocations set aside to improve the flow of information and build resources for educational research and development are used in the Regional Research Program to encourage broad participation in small-project research (under $10,000 with a duration of 18 months or less) and in Research Development Grants, a program in which smaller higher education institutions pool their resources to develop their research orientation. Regional administration brings certain Office of Education services closer to those who may be eligible to participate in the effort to improve education through research.

Eligibility: Colleges and universities, State and local school systems, public and private organizations, and individuals are eligible to participate in small project research activities. Consortiums of institutions with commitment for improving their research orientation may apply for Research Development Grants, which provide up to $50,000 annually, renewable for three years at decreasing levels.

Available Assistance: Allotments are made annually from the Cooperative Research appropriation for general education research. Awards are administered by Office of Education Regional Offices.

Use Restrictions: Small projects must show promise of improving education in settings other than those in which they are carried out. Institutions undertaking Research Development Grants must have plans for self-sustaining research activities at the close of the grants, which are renewable for three years.

Appropriations: Allocations for regional project research are expected to be $2.5 million and for Research Development Grants $.5 million in FY 1970. In FY 1969, allocations were $3 million for small projects and for research development grants combined. In FY 1968, $2 million was allocated for small projects and $1 million for research development grants.

Obligations: The allocations noted above were fully utilized in FY 1969 and FY 1968.

Average Assistance: For small projects, just under $10,000. For Research Development Grants up to $50,000 annually, renewable at decreasing levels, for groups or organizations pooling their resources.

Assistance Prerequisites: Small projects applicants must be affiliated with an institution which carries fiscal responsibility or show other evidence of such accountability. Research development grant applicants must be organized to pool their resources for developing improved research orientation.

Program Accomplishments: In Fiscal Year 1969, the regional offices operated under a project research budget of $2.5 million, processed 838 proposals, and funded 314 projects. Of these, 93 were awarded to colleges and universities which in the past four years had received $20,000 or less in research monies. Such "small research" institutions are a target group of this program.

During the same year, there were 14 Research Development Grants, amounting to $500,000 and involving 101 colleges and universities. By the end of the third year of group support on these grants, the institutions are expected to have established their own self-sustaining educational research programs.

Washington Contact: Director, Regional Research Program, Bureau of Research, U.S. Office of Education, Washington, D.C. 20202. Phone: 202-963-7562.

Local Contact: Regional Offices of the Office of Education, Department of Health, Education, and Welfare.

RESEARCH AND DEVELOPMENT--EDUCATIONAL LABORATORIES

Authorizing Statute: 20 U.S.C. 331, Cooperative Research Act, Public Law 83-531, 68 Stat. 533; as amended by the Elementary and Secondary Education Act of 1965, Public Law 89-10, Title IV, 79 Stat. 44.

Administrator: Associate Commissioner for Research, Office of Education, U.S. Department of Health, Education, and Welfare.

Nature of Program Activity: The educational laboratories are primarily engaged in educational development; that is, the precise formulation, field testing, and refinement of curriculum materials and procedures for adoption by local school systems. They are responsible for insuring the demonstration of "products" they have developed or adapted, and for securing the involvement of other groups whose participation is essential in the diffusion of these products. The ultimate test of laboratory efforts is their demonstrated effect upon the improvement of school practices.

Eligibility: The laboratories are nonprofit corporations of local educators, businessmen, and community leaders. Local initiative led to the development of 20 educational laboratories in 1966, covering all of the continental United States. As a result of severe budget limitations, the decision was made in FY 1969 to continue the 15 strongest laboratories and to terminate support for the remaining 5. It is unlikely that new laboratories will be developed unless there is a marked increase in available funds.

Available Assistance: Under the Cooperative Research Act amended by the Elementary and Secondary Education Act of 1965, funds are annually appropriated for support of the educational laboratories. For most of the laboratories, 100 percent of their funding comes from the Federal Government, although some programs have received outside contributions.

Use Restrictions: Laboratory programs are limited to demonstration projects and development of program models that can be implemented by local school systems. The focus of the laboratories is to supplement local school efforts rather than to duplicate or replace such efforts to improve educational systems.

Appropriations: $25,750,000 (estimate), FY 1970; $23,600,000, FY 1969; $23,531,000, FY 1968.

Obligations: $23.6 million, FY 1969; $22,439 million, FY 1968.

Average Assistance: $1.5 million annually.

Assistance Prerequisites: The educational laboratories develop their own policies and direction with the guidance of their local governing boards. Operations, program plans, and progress towards stated goals of the laboratories individually and as a group are reviewed annually as a basis for allocating appropriated funds.

Program Accomplishments: Each laboratory is encouraged to pursue its own most productive course of development, demonstration, and diffusion activities. Although all laboratories are involved in the development of new curriculum materials and practices for use in local school systems, program emphasis varies from laboratory to laboratory so that both national and regional educational needs can be satisfied. During Fiscal Year 1969, nine laboratories were carrying out one or more programs to improve the skills of elementary and secondary teachers, while five were emphasizing improvements in the overall organization and operation of school systems. Four laboratories had programs in urban education and a like number had rural school improvement projects. Two of the laboratories were primarily concerned with the educational problems of the Spanish-Indians and the Negro-Americans in their regions. Six laboratories had implemented preschool programs; four had special elementary and high school projects; two had higher education programs. Most of the laboratories were carrying out varied efforts to improve education for the disadvantaged. Laboratory directors and the National Advisory Committee on Educational Laboratories regularly hold strategy sessions to coordinate programs, make long-range plans, and improve services to the schools.

Washington Contact: Director, Division of Educational Laboratories, Bureau of Research, U. S. Office of Education, Washington, D. C. 20202. Phone: 202-962-8094.

Local Contact: Each of the educational laboratories should be contacted directly. A list of the laboratories can be obtained from the Office of Education, Division of Educational Laboratories in Washington.

RESEARCH AND DEVELOPMENT CENTERS

Authorizing Statute: 20 U.S.C. 331, Cooperative Research Act, Public Law 83-531, 68 Stat. 533; as amended by the Elementary and Secondary Education Act of 1965, Public Law 89-10, Title IV, 79 Stat. 44.

Administrator: Associate Commissioner for Research, Office of Education, U.S. Department of Health, Education, and Welfare.

Nature of Program Activity: The basic objective of Research and Development Centers is to create improved educational programs and practices through systematic long-term programs of research and development. Each Center brings together resources and interdisciplinary talent to focus on a significant educational problem. It then designs and conducts interrelated programs of basic and applied research, development, and dissemination that will systematically move toward the solution of the problem. Prototypes of educational innovations are developed and tested in actual school settings. Cooperative relationships with other institutions and programs take the innovations through additional stages of final engineering, demonstration, and implementation.

Eligibility: Centers are operated by universities which have demonstrated staff strength and commitment to educational improvement in the particular area under investigation, and where continuous and significant educational advances can be expected. Because in-depth research and development are expensive, new centers are established only when there is a critical need for continuous effort in a particular area.

Available Assistance: Annual appropriations are allocated to center activities after a thorough review of their operations and program plans. The sponsoring universities also provide local support in the form of space and staff time.

Use Restrictions: Funds are used to carry out systematic research and development to solve major education problems. Programs at centers are carefully coordinated with other supported research and development activities to assure proper balance. The center can modify its target goals to solve emerging new problems, capitalizing upon progress already made in solving related ones at lower levels, but it cannot abandon its primary mission.

Appropriations: $10.0 million (estimate), FY 1970; $10.8 million, FY 1969; $13.455 million, FY 1968.

Obligations: $10.8 million, FY 1969; $13.454 million, FY 1968.

Average Assistance: $900,000 annually.

Assistance Prerequisites: Institutions making initial applications must have demonstrated exceptional competence for undertaking research in the specified problem area. Continuation assistance is based upon systematic reviews of problem plans and accomplishments.

Program Accomplishments: Research and Development Centers have been investigating the following broad areas: individualized learning, cognitive learning, teaching theory and practice, teacher education, educational administration, the social organization of the school, early and continuous stimulation of learning, higher education, and evaluation of instructional programs and techniques. Among their major accomplishments have been advanced related to multi-unit schools, individually prescribed instruction, teacher education modules, and simulation games.

In addition to the work being carried out in regular research and development centers, two policy research centers have been using a variety of forecasting techniques and premises to illuminate the nature of basic issues, conceptualize possible alternative futures, and analyze the means available for achieving policy goals in education and the consequences of alternative choices. A group of institutions, pooling their center-type efforts as a National Laboratory on Early Childhood Education, have been investigating various elements and procedures which hold promise for improving the education of the very young. (Two other research and development centers have been established under Vocational Education Research.)

Washington Contact: Chief, Research and Development Center Program, Division of Educational Laboratories, Bureau of Research, U.S. Office of Education, Washington, D.C. 20202. Phone: 202-962-2839.

Local Contact: OE Regional Offices can supply information about center locations and programs.

HANDICAPPED INNOVATIVE PROGRAMS--DEAF-BLIND CENTERS

Authorizing Statute: 20 U.S.C. 877b, Enacted January 2, 1968, Public Law 90-247, Part C, amends Title VI of the Elementary and Secondary Education Act.

Administrator: Coordinator, Project Centers Branch, Bureau of Education for the Handicapped, Office of Education, U.S. Department of Health, Education, and Welfare.

Nature of Program Activity: To establish model Centers for deaf-blind children to provide comprehensive diagnostic and evaluative services; education, adjustment, and orientation programs; and, consultative services for parents, teachers, aides, and other persons concerned and involved with deaf-blind children.

Eligibility: Public or nonprofit agencies, organizations and institutions may apply to the Bureau of Education for the Handicapped.

Available Assistance: The appropriation for Fiscal Year 1969 was $1,000,000.

Use Restrictions: Funds are to be used to plan, develop and operate centers for deaf-blind children. Funds must be spent to provide those services for deaf-blind children as specified in Public Law 90-247, Part C, Section 609 (d) (1) and 609 (d) 2(e).

Appropriations: $2 million (estimate), FY 1970; $1 million, FY 1969.

Obligations: $2 million, FY 1970; $1 million, FY 1969; none, FY 1968.

Average Assistance: The average planning grant is $50,000; operational grants $150,000.

Assistance Prerequisites: Grants or contracts may be awarded to public and private non-profit agencies, organizations or institutions meeting the requirements of the Act and the deaf-blind "Policies and Procedures."

Program Accomplishments: Eight Centers for Deaf-Blind Children have been funded. Three of these Centers are now developmental in nature and will plan during their first year to develop specific programs to meet the needs of deaf-blind children in their area. The remaining five Centers are operational and will provide those comprehensive services specified in the Act. The eight Centers will serve 40 states during Fiscal Year 1970 and plans are under way to provide services and develop programs in the remaining states.

Washington Contact: Coordinator, Centers and Services for Deaf-Blind Children, Project Centers Branch, Bureau of Education for the Handicapped, U.S. Office of Education, Washington, D.C. 20202. 202-962-0851.

Local Contacts: This program is administered through the Bureau of Education for the Handicapped, U.S. Office of Education, Washington, D.C.

HANDICAPPED EARLY CHILDHOOD PROGRAMS

Authorizing Statute: Handicapped Children's Early Education Assistance Act, Public Law 90-538, 82 Stat. 901, Public Law 90-538.

Administrator: Project Director, Early Childhood Programs, Office of Education, U. S. Department of Health, Education, and Welfare.

Nature of Program Activity: The Act authorizes the Commissioner of Education to award grants to develop and operate preschool and early education model programs which show promise of promoting comprehensive and strengthened approaches to educational and other special problems of handicapped children. A wide variety of approaches is encouraged, and consideration will be given to unique program designs and innovative aspects of existing programs.

Eligibility: Public and private non-profit agencies which develop and implement preschool educational programs for handicapped children.

Available Assistance: The Act provides for the payment of no more than 90 percentum of the cost of developing, carrying out, or evaluating the program. Non-federal contributions may be in cash or in kind, fairly evaluated, including, but not limited, to plant, equipment, and services.

Use Restrictions: No construction funds.

Appropriations: $3 million, FY 1970; $1 million, FY 1969; none, FY 1968.

Obligations: $965,000 for 1969; none, FY 1968.

Average Assistance: $25,000 for Planning Grants and $100,000 for Operational Grants.

Assistance Prerequisites: Applicants must be public or non-profit agencies.

Program Accomplishments: Too early for an evaluation of results.

Washington Contact: Project Director, Early Education Programs, Bureau of Education for the Handicapped, U. S. Office of Education, 7th and D Streets, SW, Washington, D.C. 20202. 202-962-0851.

Local Contact: None.

MEDIA SERVICES AND CAPTIONED FILMS

Authorizing Statute: 42 U.S.C. 2491-2494, Captioned films for the Deaf, P.L. 85-905, 72 Stat. 1742-1743; as amended by 42 U.S.C. 2491-2494, P.L. 87-715, 76 Stat. 654; as amended by 42 U.S.C. 2491 et seq., P.L. 89-258, 79 Stat. 983; as amended by 20 U.S.C. 241c, P.L. 90-247, 81 Stat. 783.

Administrator: Chief, Media Services and Captioned Films, Division of Educational Services, Bureau of Education for the Handicapped, Office of Education, Department of Health, Education, and Welfare, Washington, D. C.

Nature of Program Activity: This program performs specific services in terms of development, design, production and training in the use of media and materials for the handicapped.

Eligibility: Educational institutions, private, profit or non-profit agencies and organizations.

Available Assistance: Up to 100 percent.

Use Restrictions: Contracts based on significance and soundness of bid or proposal.

Appropriations: $4.7 million (estimate), FY 1970; $4.7 million, FY 1969; $2.8 million, FY 1968.

Average Assistance: The average contract is $60,000.

Assistance Prerequisites: Applicants must be reputable organizations. State related proposals must be approved by the State Departments of Education.

Program Accomplishments: During fiscal year 1969, Congress expanded Media Services and Captioned Films authority to fund projects in areas of the handicapped other than the deaf. A number of experimental and demonstration projects were funded to determine what media services or educational technology systems must be developed to up-grade the quality of education for all handicapped persons. Four Regional Media Centers for the Deaf continued to operate in Tennessee, Nebraska, Massachusetts, and New Mexico. These centers sponsored summer media institutes for teachers of the deaf and presentations of multi-media workshops. Films acquired during fiscal year 1969 include 43 general interest subjects, 55 educational subjects, 8mm cartridges and 8mm super sound cartridges, and 11,700 subscriptions to the publication KNOW YOUR WORLD. Three general interest film libraries and 60 educational depositories continued programs to make materials available to the deaf. General and educational films were shown in schools, churches and clubs and reached an audience of 1,143,638. A total of 214 additional groups were registered for films showings during fiscal year 1969, bringing that total number of groups registered to 1,828. Through a contract with Educational Television Program Service of Indiana University, distribution of 30 television programs for nationwide showing to deaf audiences on educational television networks was arranged. Loan equipment made available to schools for the deaf comprised of the following:

110	overhead projectors
60	filmstrip projectors
40	projection screens
50	tape recorders
65	Carousel projectors
30	16mm projectors

Film production included 50 captioned filmstrips and 27 without captions; 600 slides on basic electronic assemble which includes four different programs for teaching the deaf on a self-instructional basis; 320 8mm loop prints of 16 lessons on Cued Speech; and 55 release prints on Title I, P. L. 89-313 which were sent to State Directors. Title VI of P. L. 89-10, Part D, authorized the Bureau of Education for the Handicapped to enter into contract with public or private agencies for the purpose of improving recruitment of educational personnel and dissemination of information pertaining to educational opportunities for the handicapped; $250,000 was appropriated for this fiscal year and three contracts were negotiated.

Washington Contact: Chief, Media Services and Captioned Films, Division of Educational Services, Bureau of Education for the Handicapped, Office of Education, Department of Health, Education and Welfare, Washington, D.C. Area code 202 962-8741.

Local Contact: Individual Contractor.

HANDICAPPED PRESCHOOL AND SCHOOL PROGRAMS

Authorizing Statute: Title VI-A, Elementary and Secondary Education Act of 1965, 20 U.S.C. 871-877.

Administrator: Chief, Preschool and School Programs Section, Office of Education, U.S. Department of Health, Education and Welfare.

Nature of Program Activity: This program activity aims to assist the States in the provision of special educational and related services for handicapped children at the preschool, elementary and secondary school levels.

Eligibility: The 50 States, District of Columbia, Guam, Commonwealth of Puerto Rico, Trust Territory of the Pacific Islands, Virgin Islands, American Samoa, Department of Defense, and the Department of the Interior--Bureau of Indian Affairs are eligible to participate in Title VI-A, ESEA, programs and projects.

Available Assistance: Title VI-A is a non-matching, State-formula grant program. However, the rate of expenditures for the current fiscal year by each State for educational programs for handicapped children must be at least equal to or greater than the rate in the last fiscal year for which information is available (except in unusual circumstances).

Use Restrictions: Programs and projects must have child-centered objectives restricted to those handicapped children within the specific categories listed in the statute, i.e., mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired. Although private facilities are not eligible to receive direct grants under Title VI-A, handicapped children attending non-public facilities may participate in a Title VI-A project. Funds may not be used for religious worship or instruction. Funds may not be used for children in State-supported or State-operated institutions for the handicapped. Programs and projects may be conducted only by local or State education agencies. All activities must be approved by the State education agency.

Appropriations: $29.25 million (estimate) FY 1970; $29.25 million FY 1969; $14.25 million FY 1968; $2.425 million FY 1967.

Obligations: $29.25 million (estimate) FY 1970; $29.25 million FY 1969; $14.25 million FY 1968; $2.425 million FY 1967.

Average Assistance: Not applicable.

Assistance Prerequisites: The State Plan, which is submitted only once, serves as the basis for the operation of the State's entire Title VI-A program. This Plan and the submission of an annual description of projected activities are the two basic conditions for payment of Title VI-A funds.

Program Accomplishments: (1) Promoted greater awareness of needs; (2) Initiated new services and techniques; (3) Reached children never served before; (4) Improved cooperation and coordination; (5) Stimulated increased non-federal spending; and (6) Strengthened leadership services at all levels. During Fiscal Year 1968, the latest year available, a total of 53, 700 handicapped children received direct services; 185 State personnel were employed to provide leadership services; 4, 500 program personnel were employed; 18, 000 personnel received in-service training.

Washington Contact: Chief, Preschool and School Programs Section, Aid to States Branch, Division of Educational Services, Bureau of Education for the Handicapped, Office of Education, U.S. Department of Health, Education and Welfare, Washington, D.C. 20202. (202) 962-2511.

Local Contact: State education agency Title VI-A representatives.

EDUCATIONALLY DEPRIVED CHILDREN--HANDICAPPED CHILDREN

Authorizing Statute: P. L. 89-313 Amendment to Title I, Elementary and Secondary Education Act of 1965, 20 U. S. C. 241c(a)(5).

Administrator: Chief, State Schools Section, Aid to States Branch, Division of Educational Services, Bureau of Education for the Handicapped, Office of Education, U. S. Department of Health, Education and Welfare.

Nature of Program Activity: This program is designed to assist State agencies that are directly responsible for providing free public education for handicapped children in State-operated and State-supported programs.

Eligibility: State agencies directly responsible for providing free public education to handicapped children are eligible to participate.

Available Assistance: Grants are established by the U. S. Commissioner of Education on a formula based on an annual survey of the number of children in average daily attendance. This number is multiplied by one-half of the State average cost per pupil (or the National average cost per pupil--whichever is greater) to determine the maximum grant.

Use Restrictions: Programs and projects must show the objective of extending and improving direct educational services to handicapped children. These children include the following categories specified by the amendment: mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education. The law requires that each project systematically evaluate the impact of sufficient size, scope, and quality to give reasonable promise of substantial progress. Project applicants must certify that Federal funds will be used to supplement and not supplant State efforts, and that they will in fact maintain their own fiscal efforts in behalf of the handicapped. Although private schools are not eligible to receive direct grants, handicapped children attending such schools who are supported by the State may participate in a project. Programs and projects may be conducted only by State agencies or by the schools which they operate or support. All activities must be approved by the State education agency.

Appropriations: $32.1 million (estimate), FY 1970; $29.8 million, FY 1969; $24.7 million, FY 1968.

Obligations: $32.1 million (estimate), FY 1970; $29.8 million, FY 1969; $24.7 million, FY 1968.

Average Assistance: Not applicable.

Assistance Prerequisites: State education agencies are responsible for the administration of programs authorized by P. L. 89-313. Project applicants must submit project applications to the State agency by which they are administered. The State agencies in turn submit these project applications to the State education agency for final review and approval.

Program Accomplishments: (1) Promoted greater awareness of needs; (2) Initiated new services and techniques; (3) Reached children never served before; (4) improved cooperation and coordination; (5) stimulated increased non-federal spending; and (6) strengthened leadership services at all levels. During FY 1968, 103,859 children received direct services, 10,411 program personnel were employed, and 8,293 program personnel received in-service training.

Washington Contact: Chief, State Schools Section, Aid to States Branch, Division of Educational Services, Bureau of Education for the Handicapped, Office of Education, U.S. Department of Health, Education and Welfare, Washington, D.C. 20202. (202) 962-8941.

Local Contact: State education agency Title I or P. L. 89-313 Coordinator.

HANDICAPPED RESEARCH AND DEMONSTRATION

Authorizing Statute: 20 U. S. C. 618, Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963, Public Law 88-164, Title III, Section 302, 77 Stat. 295; as amended by Public Law 89-105, Sections 4 and 5, 79 Stat. 429 and 430.

Administrator: Director, Division of Research, Bureau of Education for the Handicapped, Office of Education, U. S. Department of Health, Education and Welfare.

Nature of Program Activity: The intent of this program is to determine new and improved methods for educating handicapped children and to develop systems by which educational personnel can make use of these new methods and techniques. The purposes of the program are carried out through a system of grants, contracts, and intramural research.

Eligibility: Grants for research and related activities may be made to States, State or local educational agencies, public and nonprofit private institutions of higher learning, and other public or nonprofit private educational or research agencies and organizations. Contracts may be made with all of the above plus profit-making research agencies and organizations.

Available Assistance: Grants and/or contracts of various amounts may be made for research activities. Some degree of cost sharing is required.

Use Restrictions: Research must relate to the education of children who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or other health impaired who by reason thereof require special education.

Appropriations: $14, 050, 000 (estimate), FY 1970; $12. 8 million, FY 1969; $11. 1 million, FY 1968.

Obligations: $12. 8 million, FY 1969; $10, 790, 608, FY 1968.

Average Assistance: $80, 320.

Assistance Prerequisites: Applicants must be knowledgeable about research and the field of study proposed for investigation.

Program Accomplishments: During the past fiscal year, 117 grants were awarded for the support of research and related activities relative to the education of handicapped children. New developments include computerization and magnetic tape storage systems for use with the deaf, a better understanding of the cognitive functions of the mentally retarded, and the effective utilization of behavior shaping techniques for the emotionally disturbed.

Washington Contact: Director, Division of Research, Bureau of Education for the Handicapped, U.S. Office of Education, Washington, D.C. 20202. (202) 963-7695.

Local Contact: HEW Regional Offices.

REGIONAL RESOURCE CENTERS

Authorizing Statute: 20 U.S.C. 877a, Elementary and Secondary Education Act of 1965, Title VI-B; amended by Public Law 90-247.

Administrator: Director, Division of Research, Bureau of Education for the Handicapped, Office of Education, U.S. Department of Health, Education and Welfare.

Nature of Program Activity: Regional Resource Centers for Handicapped Children will provide diagnostic, evaluative, program planning, and prescriptive educative services to teachers of handicapped children.

Eligibility: Grants or contracts for the support of Regional Resource Centers for Handicapped Children may be made to State Education Agencies and/or institutions of higher education.

Available Assistance: It is estimated that four planning grants will be made during fiscal years 1970 and 1971. These should eventuate into fully developed programs with budgets of approximately $400,000 per year.

Use Restrictions: Regional Resource Centers must relate to the education of children who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or other health impaired who by reason thereof require special education.

Appropriations: $2,000,000 (estimate), FY 1970; $500,000, FY 1969.

Obligations: $500,000, FY 1969.

Average Assistance: $125,000 during development, $400,000 operation.

Assistance Prerequisites: Applicant must be knowledgeable about handicapped children and the process of educating such children.

Program Accomplishments: This is a newly initiated program. Four planning grants were made during fiscal year 1969.

Washington Contact: Director, Division of Research, Bureau of Education for the Handicapped, Office of Education, Washington, D.C. 20202 (202) 963-7695.

Local Contact: HEW Regional Offices.

HANDICAPPED PHYSICAL EDUCATION AND RECREATION RESEARCH

Authorizing Statute: 42 U.S.C. 2698-2698b, Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963, Public Law 88-164, Title V, Section 502, 81 Stat. 530.

Administrator: Director, Division of Research, Bureau of Education for the Handicapped, Office of Education, U.S. Department of Health, Education, and Welfare.

Nature of Program Activities: The intent of this program is to provide grant support for research and demonstration projects relating to physical education and recreation for handicapped children.

Eligibility: Grants for research and related activities may be made to States, State or local educational agencies, public and nonprofit private institutions of higher learning, and other public and nonprofit private educational or research agencies and organizations.

Available Assistance: Grants of various amounts may be made for research activities. Some degree of cost sharing is required.

Use Restrictions: Research and demonstrations must relate to physical education and/or recreation of children who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or other health impaired who by reason thereof require special education.

Appropriations: $300,000 (estimate), FY 1970; $300,000, FY 1969

Obligations: $300,000, FY 1969.

Average Assistance: $75,000.

Assistance Prerequisites: Applicants must be knowledgeable about physical education and/or recreation as it relates to handicapped children.

Program Accomplishments: This is a newly initiated program. Four grants were awarded during fiscal year 1969.

Washington Contact: Director, Division of Research, Bureau of Education for the Handicapped, Office of Education, Washington, D.C. 20202. (202) 963-7695.

Local Contact: HEW Regional Offices.

ELEMENTARY AND SECONDARY EDUCATION--EVALUATION OF FEDERAL PROGRAMS

Authorizing Statute: 20 U.S.C. 1221, Title IV, Elementary and Secondary Education Amendments of 1967, Public Law 90-247, 81 Stat. 814.

Administrator: Office of the Associate Commissioner, Bureau of Elementary and Secondary Education, Office of Education, U.S. Department of Health, Education, and Welfare.

Nature of Program Activity: This program aims to assess the impact of Federal expenditures on pupils, schools, school districts, and States; and to ascertain the potentially most effective program approaches to educational development in the schools (including the analysis of data on compensatory education forwarded by local State education agencies as required by Title I of the Elementary and Secondary Education Act).

Eligibility: Universities and colleges, other public or private agencies, institutions, organizations, and individuals would be eligible.

Available assistance: $4,250,000 (estimated for fiscal year 1970) would be appropriated for this activity.

Use Restrictions: It is expected that these funds would be spent for evaluation purposes, analytical studies, special in-depth projects and other evaluation activities pertaining to the effectiveness of programs for which the Commissioner of Education has responsibility, including the preparation of evaluation reports to the Congress under section 404 of the Elementary and Secondary Education Amendments of 1967.

Appropriations: $4.25 million (estimate), fiscal 1970; none, fiscal year 1969.

Obligations: None, fiscal year 1969.

Average Assistance: Not yet determinable.

Assistance Prerequisites: Capability of applicant to conduct desired studies to provide desired information.

Program Accomplishments: Not applicable.

Washington Contact: Associate Commissioner, Bureau of Elementary and Secondary Education, U.S. Office of Education, Washington, D.C. 20202. (202) 963-4497.

Local Contact: None.

EDUCATIONALLY DEPRIVED CHILDREN
LOCAL EDUCATIONAL AGENCIES

Authorizing Statute: 20 U.S.C. 241c, Elementary and Secondary Education Act of 1965, Title I, Public Law 89-10, 79 Stat. 27.

Administrator: Commissioner of Education, Office of Education, U.S. Department of Health, Education, and Welfare.

Nature of Program Activity: Programs are designed to give special educational assistance to children whose level of educational achievement is below normal for their age and to help them overcome barriers to learning.

Eligibility: Local educational agency is eligible if located in a county with at least 10 children aged 5 through 17 from families with an annual income of less than $2,000 based on 1960 census data, from families with incomes exceeding $2,000 in the form of aid to families with dependent children (Title IV of the Social Security Act), and children living in institutions for the neglected and delinquent and those living in foster homes with public support.

Use Restrictions: Funds must supplement, not substitute for, local and State money normally spent on the education of children in the school district. Services must be designed to meet the needs of educationally disadvantaged children in low income areas.

Appropriations: $1,105,397,000 (estimate), FY 1970; $1,011,438,900 for FY 1969; $1,091,291,000 for FY 1968.

Obligations: $1,011,438,900 (estimate) for FY 1969; $1,091,287,600 for FY 1968.

Average Assistance: Average per child expenditure--$138.58.

Assistance Prerequisites: Applicant must be a local public agency providing free public education; application must be approved by State educational agency.

Program Accomplishments: Title I has focused the Nation's attention on the special learning problems of children of poverty. It has sensitized teachers and administrators to these needs and contributed in the reshaping of

educational policies in at least a few ghetto schools. Title I can be credited, in part, with the advent of the teacher aide, the extended school day, and the involvement of parents and community in school programs.

Washington Contact: Director, Division of Compensatory Education, U.S. Office of Education, Washington, D.C. 20202. Phone: 202-962-6711.

Local Contact: Title I Coordinator in each State and local educational agency.

EDUCATIONALLY DEPRIVED CHILDREN IN INSTITUTIONS FOR THE NEGLECTED OR DELINQUENT

Authorizing Statute: Title II, P. L. 81-874; 20 U. S. C. 241a, et seq, Title I, Elementary and Secondary Education Act of 1965; P. L. 89-10; as amended by P. L. 89-750, Payments on Account of Neglected or Delinquent Children (in institutions) 20 U. S. C. 241c 49 Stat. 627. 42 U. S. C. 601.

Administrator: Director, Division of Compensatory Education, Bureau of Elementary and Secondary Education, Office of Education, U. S. Department of Health, Education, and Welfare.

Nature of Program Activity: Federal funds are used to establish, expand, and improve programs designed to meet the special educational needs of children residing in local or State institutions for neglected or delinquent youth.

Eligibility: State or local institutions which meet eligibility criteria--upon submission of application to State Educational agency. Refer to "Use Restrictions" below.

Available Assistance: In addition to amounts of funds indicated under "Appropriations" section below, consultations and informational materials are provided within the limited capabilities of the Neglected and Delinquent Section of the Division of Compensatory Education.

Use Restrictions: Paragraphs (p) and (q) of Section 116.1, Subpart A of Rules and Regulations pertaining to Title I, ESEA restrict the use of funds to institutions operated primarily for neglected or delinquent children. These institutions must care for 10 or more children for an indefinite period of time (longer than 30 days), provide "free" public education, and be non-profit making.

Appropriations: $15,000,000 FY 1970; $13,900,000 FY 1969; $10,300,000 FY 1968.

Obligations: $13,900,000 FY 1969; $10,300,000 FY 1968.

Average Assistance: A rough "guesstimate" of $50,000 may become available for each of the estimated 270 State institutions expected to participate during FY 1970.

Assistance Prerequisites: Institution must be State Operated primarily for neglected or adjudicated delinquents; average stay, a minimum of 30 days; 10 or more children up to 21 years of age.

Program Accomplishments: Since its inception, in November 1966, this program has been serving the special educational needs of more than 41, 300 children residing in State institutions and approximately 69, 000 in local institutions, yearly. Academic achievement, as well as improvement in behavior of participants, has been reported. More than anything else, the P. L. 89-750 program has caused renewed interest in and hope at the State and local levels for activities which will improve understanding of the complex problems of making education relevant to the needs of children who are victims of the failures of society as well as youthful offenders, in the case of institutionalized delinquents. This program experience stresses the need for improving staff capability of all agencies concerned with serving the needs of institutionalized children.

Washington Contact: Senior Program Specialist, Neglected and Delinquent Section, Division of Compensatory Education, U. S. Office of Education, Washington, D. C. 20202. Phone: 202-963-3661.

Local Contact: Title I Coordinators, State Departments of Education.

EDUCATIONALLY DEPRIVED CHILDREN
STATE ADMINISTRATION

Authorizing Statute: 20 U.S.C. 241g, Elementary and Secondary Education Act of 1965, Title I, Public Law 89-10, 79 Stat. 33.

Administrator: Commissioner of Education, Office of Education, U.S. Department of Health, Education, and Welfare.

Nature of Program Activity: State educational agencies (1) suballocate county maximum grants to local educational agencies; (2) assist LEAs in the development of projects; (3) approve proposed projects in accordance with the provisions of Title I and make payment of funds to local educational agencies; (4) maintain fiscal records of all grant funds; and (5) prepare and submit fiscal and evaluative reports to the Office of Education.

Eligibility: Every State, the District of Columbia, and the four outlying areas of Guam, Puerto Rico, the Trust Territory of the Pacific, and the Virgin Islands ($150,000 minimum for States, $25,000 minimum for outlying areas).

Use Restrictions: Funds must be used to provide administrative assistance to local educational agencies, including project development and review, approval of projects, dissemination activities, evaluation, and the preparation of reports.

Appropriations: $14,352,603 (estimated) for FY 1970; $13,404,588 for FY 1969; $13,990,808 for FY 1968.

Obligations: $13,404,000 FY 1969; $13,966,000 FY 1968.

Average Assistance: $225,000 per State educational agency.

Assistance Prerequisites: Assurance that the State agency will administer the program and submit reports in accordance with the provisions of the law and the regulations.

Program Accomplishments: The State educational agencies have helped local school systems plan more effective programs to meet the needs of disadvantaged children. They have cited exemplary projects and disseminated information about them. State reviews and evaluations have kept local school systems acutely aware of the need for excellence in handling and teaching disadvantaged children.

Washington Contact: Director, Division of Compensatory Education, U.S. Office of Education, Washington, D.C. 20202.

Local Contact: Title I Coordinator in each State educational agency.

EDUCATIONALLY DEPRIVED CHILDREN--INDIAN CHILDREN

Authorizing Statute: 20 U.S.C. 241a, Elementary and Secondary Education Act of 1965, as amended, Title I, Public Law 89-10, 72 Stat. 27.

Administrator: Assistant Commissioner of Education, Bureau of Indian Affairs, U.S. Department of Interior, Washington, D.C. 20240.

Nature of Program Activity: Title I funds are used to implement programs to meet the special needs of educationally deprived Indian children in BIA schools. These programs usually focus on remediation, enrichment, and supplementary services and include but are not limited to: special teacher aides, additional guidance and counseling services, in-service teacher training, extended school day, school week, and school year, as well as other activities, calculated to overcome the learning disabilities resulting from the deprivation, isolation, and other environmental factors which these children encounter.

Eligibility: Since Indian children suffer from unique disadvantages which merit special consideration under this program for the educationally deprived, all American Indian children who attend schools operated by the Bureau of Indian Affairs, are eligible to participate in Title I programs.

Available Assistance: See "Appropriations."

Use Restrictions: Limited to American Indian students attending BIA operated schools.

Appropriations: $9 million, fiscal year 1970; $9 million, fiscal year 1969; $9 million, fiscal year 1968.

Obligations: $8,900,000, fiscal year 1969; $8,907,237, fiscal year 1968.

Average Assistance: $180 per child.

Assistance Prerequisites: Considered to the educationally deprived.

Program Accomplishments: Provision of aides, in-service training, teachers, remedial and enrichment programs, field trips, pupil personnel services, clothing, health services, special education, curriculum development, English as a second language, recreational and summer activities, parental involvement, dormitory personnel (dorm parents), psychological services, media productions, and instructional service centers. As a result of these projects, Indian children in Federal schools have shown significant advances in attitudes toward school, and in improved self-image.

Washington Contact: Assistant Commissioner of Education, Bureau of Indian Affairs, U.S. Department of Interior, Washington, D.C. 20240. (202) 343-2175.

Local Contact: BIA area director, or agency, superintendent of schools.

EDUCATIONALLY DEPRIVED CHILDREN--MIGRATORY CHILDREN

Authorizing Statute: 20 U.S.C. 241, Elementary and Secondary Education Act of 1965, Title I, Public Law 89-10, 64 Stat. 1100; as amended by 20 U.S.C. 241b, Title I Amendments to the Elementary and Secondary Act of 1965, Public Law 89-750, 79 Stat. 28.

Administrator: U.S. Commission of Education, U.S. Office of Education, Department of Health, Education, and Welfare.

Nature of Program Activity: Title I of the Elementary and Secondary Education Act, P. L. 89-10, as amended by P. L. 89-750, provides payment to State educational agencies for assistance in educating migratory children of migratory agricultural workers.

Eligibility: A State educational agency or a combination of such agencies may apply for a grant for any fiscal year under Title I to establish or improve, either directly or through local educational agencies, programs of education for migratory children.

Available Assistance: Payments are made to State educational agencies for assistance in providing special educational programs for migratory children of migratory agricultural workers. A State education agency which has submitted and had approved an application for any fiscal year shall be entitled to receive a grant for establishing or improving programs for children of migratory workers.

Use Restrictions: Funds are to be used for programs which are designed to meet the special educational needs of migratory children, and to coordinate these programs and projects with similar programs and projects in other States.

Appropriations: $49.2 million (estimate), FY 1970; $45.6 million, FY 1969; $41.7 million, FY 1968.

Obligations: $45.5 million, FY 1969; $37.6 million, FY 1968.

Average Assistance: $1,012,357, FY 1969; 45 participating out of 47 eligible States.

Assistance Prerequisites: The State must provide satisfactory assurances that the projects must not be inconsistent with overall State plans; that effective procedures for evaluating at least annually, the effectiveness of the programs; that the State will make annual and other necessary reports.

Program Accomplishments: Approximately 228,000 migrant children will participate in elementary and secondary school programs during Fiscal Year 1970.

Following the First National Migrant Education Convention in Denver, 1968, a format and content of an instrument for use in interstate transfer of scholastic and health records was agreed upon by State migrant educators. In June 1969, a contract was signed by the U.S. Commissioner of Education with the State Department of Education of Arkansas to implement and operate a central data depository for the National Migrant Record Transfer System.

Coordination of Federal, State and local agencies and organizations, including day care centers, health programs, food programs, and other services, has greatly improved the quality and effectiveness of the educational program for migrant children.

State and local educational agencies have strengthened their staffs in the field of migrant education. Some 21 of the 45 eligible States have one or more personnel devoting full time to the migrant education programs under Title I.

States generally are investing in extensive preservice and in-service training programs involving not only State and local education personnel, but also colleges and universities.

Eleven States have programs in which educational services will be brought directly to migrant communities by use of mobile vans. Mobile units will be in service this year providing a variety of services.

Food and health services are included in practically all State migrant educational programs. Many States are also providing clothing for the children when needed.

Washington Contact: Director, Division of Compensatory Education, U.S. Office of Education, Washington, D.C. 20202. Phone: 202-962-6711.

Local Contact: School administrators should contact the Title I Migrant Coordinator, State educational agency.

SUPPLEMENTARY EDUCATIONAL CENTERS AND SERVICES

Authorizing Statute: 20 U.S.C. 841, Elementary and Secondary Education Act of 1965, Title III, Public Law 89-10, 79 Stat. 39; as amended by 20 U.S.C. 841, Elementary and Secondary Education Amendments of 1967, Public Law 90-247, 81 Stat. 788.

Administrator: Director, Division of Plans and Supplementary Centers, Bureau of Elementary and Secondary Education, Office of Education.

Nature of Program Activity: To stimulate local school districts to seek creative solutions to their educational problems. Funds may be requested for innovative and exemplary applications of new educational knowledge or for vitally needed supplementary services.

Eligibility: Local educational agencies submit proposals to State education agencies, providing the State has a State plan approved by the U.S. Office of Education. Projects must provide for the participation of children and teachers in non-profit private schools in the area to be served.

Available Assistance: Non-matching grants are made to eligible applicants following application of a proposal which has been completed according to established rules and regulations.

Use Restrictions: Funds can be awarded only to local public educational agencies whose project proposals meet the purposes of this title. Representatives of the educational and cultural resources of the area to be served must be involved in both planning and conducting the projects. Each State educational agency may receive up to 7.5 percent of its allotment or $150,000, whichever is larger, for any fiscal year for the following State educational agency activities related to the purposes of the ESEA Title III program: (1) proper and efficient administration of the State plan; (2) obtaining technical, professional, and clerical assistance and the services of experts and consultants to assist the advisory council in carrying out its responsibilities, including the expenses of the Council; and (3) evaluation of plans, programs, and projects, and the dissemination of the results of evaluation.

However, of the 7.5 percent available for these purposes for the fiscal year ending June 30, 1970, the amount paid to a State for (1) proper and efficient administration of the State Plan may not exceed 5.0 percent of the State allotment for that fiscal year or $100,000, whichever is greater. Therefore, at least 2.5 percent of funds for State educational agency activities during fiscal year 1970 must be reserved for purposes (2) and (3) above.

To stimulate local school districts to seek creative solutions to their educational problems, in this case the problems associated with educating handicapped children, 15 percent of funds available for grants in each State must be reserved for special educational programs for the handicapped.

Appropriations: $116 million (estimate), FY 1970; $165 million, FY 1969; $188 million, FY 1968.

Obligations: $164,876,000 (estimate), FY 1969; $182,269,299, FY 1968.

Average Assistance: Each State and District of Columbia receive a base allocation of $200,000. Half the remainder is apportioned in relation to the school-age population in the State; the other half is apportioned in relation to the State's total resident population. Current allotments for States range from $14 million to $550 thousand.

Assistance Prerequisites: Funds cannot be used to supplant services which normally would be provided by the State or local agencies.

Program Accomplishments: The Title III Program has been in operation since November 1965. During this period, over 7,000 project applications have been received by the U.S. Office of Education. As of June 30, 1968, about 2,500 projects had been approved. Of these, about 1,500 projects are currently in operation. Obligations for the first three years of the program totaled approximately $389,000,000. In addition, over $2,000,000 was made available to State educational agencies in Fiscal Year 1968, for establishing their Advisory Councils. Approximately 10,000,000 students have benefited through the exemplary educational projects developed under Title III. It is estimated that during Fiscal Year 1969, approximately 92 percent of the grant funds available was needed to fund continuing projects, and the remainder has been used to fund new projects designed to meet the special educational needs of handicapped children.

Washington Contact: Director, Division of Plans and Supplementary Centers, Bureau of Elementary and Secondary Education, U.S. Office of Education, Washington, D.C. 20202. Phone: 202-962-1766.

Local Contact: State educational agency.

BILINGUAL EDUCATION

Authorizing Statute: 20 U.S.C. 880b, Elementary and Secondary Education Act of 1965, Title VII, Public Law 89-10, 81 Stat. 816; as amended by Elementary and Secondary Education Amendments of 1967, Public Law 90-247.

Administrator: Director, Division of Plans and Supplementary Centers, U.S. Office of Education, Department of Health, Education, and Welfare, with recommendations by the State educational agencies.

Nature of Program Activity: To stimulate and encourage the development and operation of new and imaginative programs, services, and activities which meet the special educational needs of children 3 to 18 years of age who have limited English-speaking ability and who come from environments where the dominant language is other than English.

Eligibility: Proposals for grants may be submitted by a local public education agency, by a combination of such agencies, or by an institution of higher education applying jointly with one or more local education agencies. A school must have a sufficiently high concentration of children of limited English-speaking ability from families earning less than $3,000 per year or receiving payments through a program of aid to families with dependent children under Title IV of the Social Security Act. If an area is eligible for a Title VII project, children with limited English-speaking ability who are not from low-income families; children from environments where the dominant language is English; children from nonprofit, private schools with limited English-speaking ability; and children of limited English-speaking ability who are not enrolled in school on a full-time basis are also eligible to participate.

Available Assistance: Non-matching grants are made to eligible applicants following application of a proposal which has been completed according to established rules and regulations.

Use Restrictions: Only those proposals meeting the requirements described in "Eligibility" and serving the purposes of this title can be funded.

Appropriations: $10 million (estimate), FY 1970; $7.5 million, FY 1969.

Obligations: $7,499,966 (estimate), FY 1969.

Average Assistance: $70,000.

Assistance Prerequisites: Funds cannot be used to supplant services which normally would be provided by the State or local agencies.

Program Accomplishments: The program has not begun actual operation yet, since the first projects were funded in May of 1969.

Washington Contact: Director, Division of Plans and Supplementary Centers, Bureau of Elementary and Secondary Education, U.S. Office of Education, Washington, D.C. 20202. Phone: 202-962-1766.

Local Contact: The State educational agency can be contacted by schools.

FOLLOW THROUGH

Authorizing Statute: Title II, Economic Opportunity Act of 1964, P. L. 88-452, as amended, Financial Assistance to Communities for the Development, Conduct, and Administration of Community Action Programs, 42 U.S.C. 2781, et seq.

Administrator: Director, Follow Through Program, Office of Education, U.S. Department of Health, Education, and Welfare. The program is administered under a delegation of authority from the Office of Economic Opportunity.

Nature of Program Activity: Follow Through provides a program of comprehensive services--instruction, health, nutrition, social and psychological, teacher training, and parent and community involvement--to help children from low-income families sustain in the primary grades the educational gains made in Head Start or similar preschool program.

Eligibility: Eligible children come from low-income families as defined by the poverty-line index of the Office of Economic Opportunity. With few exceptions, at least half the children in each project must be graduates of a full-year Head Start or similar preschool program. To give these children the opportunity to associate with children from other social and economic backgrounds, a relatively small number of non-poor pupils participate in Follow Through classes.

Available Assistance: Follow Through projects are funded by grants under the Economic Opportunity Act, by Title I of the Elementary and Secondary Education Act, and by a local non-federal contribution.

Follow Through EOA funds provide from 75 to 86 percent of the total amount. Under new regulations effective June 30, 1969, the non-federal share is 25 percent of the Follow Through grant if the project operates at only one grade level; 20 percent for two grade levels; 16 percent for three grades; and 14 percent for four grades.

In addition, the community provides from Title I, ESEA funds an amount equal to 15 percent of the Follow Through grant, provided this amount is not more than 10 percent of the total Title I money available to the community.

Use Restrictions: Follow Through funds may not be used to pay for health, nutrition, and other special services for children who are not from low-income families, for services normally available to all children under the regular school program, or for construction of new facilities.

Appropriations: $58 million (estimate), FY 1970; $32 million, FY 1969; $15 million, FY 1968.

Obligations: $32 million (estimate), FY 1969; $15 million, FY 1968.

Average Assistance: The average project grant is $185,000.

Program Accomplishments: In school year 1968-69, 15,500 poor children participated in 91 Follow Through projects upported with $11 million in Follow Through funds, $3.1 million under Title I ESEA, and $2.7 million in local contributions.

For school year 1969-70, the 91 previously funded projects will continue in the grades served last year and expand to the next higher grade. Grants are also being awarded for some 40 new first-year projects, bringing the total number of children served to about 35,000.

Washington Contact: Director, Follow Through Program, Division of Compensatory Education, Bureau of Elementary and Secondary Education, U.S. Office of Education, Washington, D.C. 20202. Phone: 202-963-7731.

Local Contact: Interested communities should contact the State educational agency and State Office of Economic Opportunity.

EDUCATIONAL CLASSROOM PERSONNEL TRAINING--EARLY CHILDHOOD

Authorizing Statute: (20 U.S.C. 1111 et seq.), P.L. 89-329, Title V-C of the Higher Education Act of 1965 as amended by Parts C and D of P.L. 90-35 Education Professions Development Act.

Administrator: Associate Commissioner, Bureau of Educational Personnel Development, Office of Education, U.S. Department of Health, Education, and Welfare.

Nature of Program Activity: The Early Childhood Program will support projects to train and retrain educational personnel for programs for young children, ages 3 to 9.

Eligibility: Institutions of higher education and local and State education agencies.

Available Assistance: Eligible applicants submit proposals for project grants to the Office of Education. Amount of funding varies with program type.

Use Restrictions: State education agencies must be satisfied that local education agency projects will be coordinated with programs under Part B, EPDA.

Appropriations: $5 million (estimate), FY 1970 from $80 million request for Parts C, D, and F, EPDA; $4 million, FY 1969 from $80 million appropriation for Parts C and D, EPDA.

Obligations: $4 million (estimate), FY 1969 from $80 million appropriation for Parts C and D, EPDA, for projects to be conducted during FY 1970.

Average Assistance: Varies by program.

Assistance Prerequisites: Proposals must be approved by the Office of Education.

Program Accomplishments: Early Childhood Program has not yet had an operational year.

Washington Contact: Chief, Staff Development Branch, Bureau of Educational Personnel Development, U.S. Office of Education, Washington, D.C. 20202. Phone: 202-963-7451.

Local Contact: Not applicable.

PRESCHOOL, ELEMENTARY AND SECONDARY PERSONNEL DEVELOPMENT GRANTS TO STATES

Authorizing Statute: 20 U.S.C. 1108 et seq., P. L. 90-35, Sec. 4, 81 Stat. 87, Education Professions Development Act.

Administrator: Associate Commissioner, Bureau of Educational Personnel Development, Office of Education, U.S. Department of Health, Education, and Welfare.

Nature of Program Activity: To provide grants to States to enable them to support the efforts of State education agencies and local communities experiencing critical teacher shortages to attract persons not engaged in teaching and provide them with the necessary qualifications for teaching, and to attract and train teacher aides.

Eligibility: State education agencies on the basis of an approved State plan. Local school districts, who submit proposals to State education agency under the approved State plan. States may directly administer training programs.

Available Assistance: Formula based on number of children enrolled in public and private elementary and secondary schools, but not less than $100,000 per state.

Use Restrictions: Federal funds will supplement not supplant funds available from State and/or local sources. Not more than one-third of the funds may be used to support programs to attract and train teacher aides. Distribution by State education agencies must be accomplished by support of projects coming from local jurisdictions having most critical teacher needs.

Appropriations: $15 million (estimate), FY 1970; $15 million, FY 1969.

Obligations: $15 million, FY 1969; none, FY 1968.

Average Assistance: Not applicable.

Assistance Prerequisites: Local school districts submit proposals to their State education agency under the rules and regulations established by the State for operation of the program. The State education agency selects projects to be funded.

Program Accomplishments: Program has not yet had an operational year.

Washington Contact: Chief, State Programs Branch, Bureau of Educational Personnel Development, U.S. Office of Education, Washington, D.C. 20202. Phone: 202-962-8525.

Local Contact: Chief, State School Officer.

EDUCATIONAL PERSONNEL TRAINING--BILINGUAL EDUCATION

Authorizing Statute: (20 U.S.C. 1111 et seq.), P. L. 89-329, Title V-C of the Higher Education Act of 1965 as amended by Parts C and D of P. L. 90-35 Education Professions Development Act.

Administrator: Associate Commissioner, Bureau of Educational Personnel Development, Office of Education, U.S. Department of Health, Education, and Welfare.

Nature of Program Activity: This program supports the training of teachers and other personnel for schools which use two languages as mediums of teaching and learning all or a significant part of the regular experiences and subjects of the curriculum. The languages are English and the mother tongue or home language of the target pupils.

Eligibility: Institutions of higher education and local and State education agencies.

Available Assistance: Eligible applicants submit proposals for project grants to the Office of Education. Amount of funding varies with program type.

Use Restrictions: State education agencies must be satisfied that local education agency projects will be coordinated with programs under Part B, EPDA.

Appropriations: $1 million (estimate), FY 1971, from $90 million request for Parts C, D, and F, EPDA; $1 million, FY 1970 from $88.75 million appropriation for Parts C, D, and F, EPDA; None, FY 1969.

Obligations: $1 million (estimate), FY 1970 from $80 million obligation limit for Parts C, D, and F, EPDA for projects to be conducted during FY 1971; None, FY 1969.

Average Assistance: $80,000.

Assistance Prerequisites: Proposals must be approved by the Office of Education.

Program Accomplishments: During the Academic Year 1970-71, the Bilingual Education Program will fund 10 projects which will provide training for approximately 300 participants.

Washington Contact: Chief, Bilingual Education Program, Bureau of Educational Personnel Development, U.S. Office of Education, Washington, D.C. 20202. Phone: 202-962-1117.

Local Contact: Not applicable.

HANDICAPPED TEACHER EDUCATION

Authorizing Statute: 20 U.S.C. 611, Education of Mentally Retarded Children, Public Law 85-926, 72 Stat. 1777; as amended by Title III, Sec. 301; Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963, Public Law 88-164, 77 Stat. 294.

Administrator: Director, Division of Training Programs, Bureau of Education for the Handicapped, Office of Education, U.S. Department of Health, Education, and Welfare.

Nature of Program Activity: This program activity directs its major effort toward providing financial assistance to individuals interested in pursuing careers in the education of handicapped children and the development of preparation programs for such persons.

Eligibility: Grants are made to State educational agencies, institutions of higher education, and on a discretionary basis to public or private non-profit agencies having training capabilities.

Use Restrictions: Each participating institution or agency must first utilize its awards in accordance with the plan approved by the Commissioner of Education. Students receiving grants cannot be charged tuition or fees and each must be paid the full amount of the stipend award and dependency allowance.

Appropriations: $29.7 million (estimate), FY 1970; $29.7 million, FY 1969; $24.5 million, FY 1968.

Obligations: $29.7 million, FY 1969; $24.5 million, FY 1968.

Average Assistance: The average grant per institution falls within a range of from $50,000 to $100,000.

Assistance Prerequisite: The recipients must be persons currently working with handicapped children; or persons preparing to work with such children; or a person who works with, or whose administrative responsibility includes, the handicapped--e.g., principal, psychologist, social worker.

The recipient of an undergraduate traineeship, graduate fellowship or summer session traineeship must be accepted by an institution of higher education for full-time study with primary program emphasis in area(s) of the handicapped.

The recipient of a senior year traineeship must be able to complete the requirements for the baccalaureate degree in one year; the recipient of a graduate fellowship must hold a baccalaureate degree or its equivalent.

The recipient must be a citizen or a national of the United States, or be in the United States for other than a temporary purpose.

The recipient must not be concurrently receiving assistance under Public Law 85-550, as amended (Veterans Readjustment Assistance Act of 1952); or must not be receiving any direct Federal educational benefit other than loans.

Program Accomplishments: As a result of monies made available to colleges and universities under Public Law 85-926, as amended, the training capacity for preparing professional personnel in the education of handicapped children has been increased more than fifteen times since 1960. In 1960, sixteen programs existed with faculty and potential for preparing professional personnel in special education. Today, less than ten years later, more than 260 programs have been approved for the purpose of preparing professional personnel.

A program of special projects has been initiated for the purpose of developing new prototypes for preparing personnel to work with the handicapped. In FY 1970, this effort will result in 20 awards to institutions and to States to support their efforts to develop new and effective training techniques. As a result of these projects, institutions will be able to experiment with, and evaluate the effectiveness of new models for preparing personnel or the transmitting of new educational knowledge to students.

Washington Contact: Director, Division of Training Programs, Bureau of Education for the Handicapped, Office of Education, Washington, D.C. 20202. Phone: 202-963-7967.

Local Contact: State educational agencies and institutions of higher education. A directory listing approved agencies and their administrative officers and addresses is available from the Washington contact office.

HANDICAPPED PHYSICAL EDUCATION AND RECREATION TRAINING

Authorizing Statute: Public Law 88-164, as amended, by Public Law 90-170. The Mental Retardation Amendments of 1967, Title V, Section 501, 20 U.S.C. 618.

Administrator: Director, Division of Training Programs, Bureau of Education for the Handicapped, Office of Education, U.S. Department of Health, Education, and Welfare.

Nature of Program Activity: This program aims to assist institutions of higher learning in the professional preparation of physical educators and recreation personnel working with handicapped children.

Eligibility: Universities or colleges who desire to develop programs to provide advanced training in either physical education or recreation related to handicapped children.

Available Assistance: Grants are made to institutions of higher learning to provide planning and program development monies for the academic year. In addition, limited student support is given to institutions with summer programs to train students.

Use Restrictions: The funds are given directly to universities and colleges to assist them in developing programs related to physical education or recreation.

Appropriations: $300,000 (estimate), FY 1970; $300,000, FY 1969.

Obligations: $300,000, FY 1969.

Average Assistance: The average grant is $20,000.

Assistance Prerequisites: Applicants must be institutions of higher learning.

Program Accomplishments: To date 13 institutions of higher learning have been awarded planning grants effective the summer of 1969 to plan and develop curriculum materials related to graduate level training in the areas of physical education and recreation. Presently two institutions are operating summer short courses for a total of 32 students to prepare them to develop recreation and physical education programs for the handicapped child in the coming school year. The fifteen programs are to be operated in 13 States and the District of Columbia in Fiscal Year 1969.

The Physcial Education and Recreation Training Program has stimulated the interest of over 50 colleges and universities to further develop curriculum and training related to handicapped children.

Washington Contact: Director, Division of Training Programs, Bureau of Education for the Handicapped, U.S. Department of Health, Education, and Welfare.

Local Contact: Director, Division of Training Programs, Bureau of Education for the Handicapped, U.S. Department of Health, Education, and Welfare.

HANDICAPPED TEACHER RECRUITMENT AND INFORMATION

Authorizing Statute: 20 U.S.C. 871-880, Elementary and Secondary Education Act, Title VI, Public Law 89-10, Part D.

Administrator: Office of the Associate Commissioner, Office of Education, U.S. Department of Health, Education, and Welfare.

Nature of Program Activity: This program aims to improve recruitment of educational personnel and dissemination of information pertaining to educational opportunities for the handicapped.

Eligibility: Public and/or private agencies and organizations.

Available Assistance: Up to 100 percent.

Use Restrictions: Contracts based on significance and soundness of bid or proposal.

Appropriations: $500,000 (estimate), FY 1970; $250,000, FY 1969.

Average Assistance: The average contract is $80,000.

Assistance Prerequisites: Applicants must be reputable organizations or agencies.

Program Accomplishments: FY 1969 was the first year of operation of this program. Three contracts were negotiated.

1. A contract to conduct a feasibility study of a computer-based Special Education Information Center.

2. A contract with a public relations company to coordinate, manage, and supervise the entire promotional effort relating to the recruiting campaign.

3. A contract to conduct a demonstration project to improve the dissemination of information concerning educational opportunities for the handicapped in the Washington, D.C. metropolitan area.

Washington Contact: Deputy Associate Commissioner, Bureau of Education for the Handicapped, Office of Education, U.S. Department of Health,

Education, and Welfare, Washington, D.C. 20202.
Phone: 202-963-5925.

Local Contact: Individual contractor.

MENTAL HEALTH RESEARCH GRANTS

Authorizing Statute: 42 U.S.C. 241, 242, 242a, Public Health Service Act, Sec. 301, 302, 302a, 303.

Administrator: Director, Division of Extramural Research Programs, National Institute of Mental Health, Health Services and Mental Health Administration, Public Health Service, Department of Health, Education, and Welfare.

Nature of Program Activity: This program provides grants to agencies, insitutions, and individuals for research in the area of mental health. Basic, clinical, and applied research projects are supported in the behavioral sciences, psychopharmacology, schizophrenia, depression, and special mental health problem areas, such as narcotics and drug abuse, alcoholism, metropolitan mental health problems, crime and delinquency, and suicide.

Eligibility: Nonprofit public or private agencies, including local, State, or regional government agencies, institutions, schools, and laboratories may apply for research grants. Individuals also may apply for research grants through any of the aforementioned institutions.

Available Assistance: Four major types of mental health research grants are available:

1. Research Project Grant: Provides support for a clearly defined project or a small group of closely related research activities.
2. Program-Project Grant: Provides larger scale, broad-based support for a program of research, usually interdisciplinary and on a long-term basis.
3. Small Grant: Provides support, limited to $6,000, for a small-scale exploratory or pilot study, or for exploration of an unusual research opportunity.
4. Special Grant: Initiated by the Administrator to meet a special developmental need in a deficient research area.

Use Restrictions: The funds are spent to provide grants in aid to universities, hospitals, laboratories, and other public or private institutions, and to individuals for such research projects as recommended by the National Advisory Mental Health Council.

Appropriations: $74.5 million (estimate), FY 1970; $73.4 Million, FY 1969.

Obligations: $73.4 million, FY 1969; $66.4 million, FY 1968.

Average Assistance: The average research grant in FY 1969 was $58,000.

Assistance Prerequisites: Applications are accepted from investigators affiliated with universities, colleges, hospitals, academic or research institutions, and other non-profit organizations in the United States. Under very special circumstances grants may be awarded to foreign institutions for research in areas of top priority.

Program Accomplishments: In Fiscal Year 1969, over 2,000 research projects covering a broad spectrum of mental health problems received grant support from the National Institute of Mental Health. The progress realized in recent years from such support of research in the Nation's colleges, universities, hospitals, and other research institutions has steadily enhanced the potential for providing the best mental health care to all Americans. Fifteen years ago, for example, no clearly useful drug treatment for any form of mental illness was available. Today, largely through the Institute's efforts, the clinical psychiatrist has a powerful arsenal of drugs for treating patients. Such drugs have shortened the patient's hospital stay, and allow treatment and rehabilitation of more and more patients in the community without serious disruption of family and work. Studies by grantees have also identified errors in metabolism which either trigger or perpetuate abnormal behavior in man. Further, new techniques of electrical and chemical stimulation of specific brain areas have enriched man's knowledge of the way in which emotions are evoked by a particular segment of the brain, and how such behavior might be modified. Many other accomplishments involve solutions to the everyday problems of the mentally ill. Research has demonstrated how parole failure rates among delinquents can be reduced; how careful and wise foster placements can transform the destiny of a rootless child; how the aged can be helped to a life of greater service and serenity; and how the chronically ill mental patient can be motivated to function more independently and productively.

Washington Contact: Director, Division of Extramural Research Programs, National Institute of Mental Health, Health Services and Mental Health Administration, 5454 Wisconsin Avenue, Chevy Chase, Maryland 20015. 301-496-0435.

Local Contact: Associate Regional Health Director for Mental Health, Department of Health, Education, and Welfare Regional Office for appropriate area.

MENTAL HEALTH--EARLY CHILD CARE DEMONSTRATIONS

Authorizing Statute: 42 U.S.C. 241, 242a; and Title V of Social Security Amendments of 1965, section 709, as amended by Public Law 90-248.

Administrator: Director, Division of Special Mental Health Programs, National Institute of Mental Health, Health Services and Mental Health Administration, Public Health Service, Department of Health, Education, and Welfare.

Nature of Program Activity: This program provides funds for early child care demonstration and evaluation projects with emphasis upon (1) development of improved delivery methods, (2) methods of training, (3) relation between physical health and mental developments, (4) standards for child care programs, (5) development of parent education material, and (6) disturbed children. This is a new program for which funds have not previously been appropriated.

Eligibility: Public or nonprofit agencies or organizations may apply.

Available Assistance: See "Nature of Program Activity."

Use Restrictions: See "Nature of Program Activity."

Appropriations: $1 million (estimate), fiscal year 1970 (not operational).

Obligations: New program.

Average Assistance: New program.

Assistance Prerequisites: See "Eligibility."

Program Accomplishments: New program.

Washington Contact: Director, Division of Special Mental Health Programs, National Institute of Mental Health, Health Services and Mental Health Administration, 5454 Wisconsin Avenue, Chevy Chase, Maryland 20015. (301) 496-0477.

Local Contact: Associate Regional Health Director for Mental Health, Department of Health, Education, and Welfare regional office for appropriate region.

MENTAL HEALTH INTRAMURAL RESEARCH

Authorizing Statute: 42 U.S.C. 241, 242, 242a, Public Health Service Act, sections 301, 302, 303.

Administrator: Associate Director for Mental Health Research, National Institute of Mental Health, Health Services and Mental Health Administration, Public Health Service, Department of Health, Education, and Welfare.

Nature of Program Activity: Direct research in significant mental health problem areas is carried out in the National Institute of Mental Health's own laboratories and hospital research facilities. Intramural studies include clinical, behavioral, biological, and biochemical research, as well as special mental health research studies in neuropharmacology, preclinical pharmacology, and clinical psychopharmacology. Alcoholism, narcotic and drug addiction are also studied.

Eligibility: In some cases, carefully selected patients are admitted to the Clinical Center of the National Institutes of Health as participants in current only upon referral of their physicians, who must file a full medical report for review by staff to determine if a patient's condition is of a kind currently under study.

Available Assistance: No grant assistance is available under this program. Patients admitted for study as described above are provided nursing and medical care without charge.

Use Restrictions: Funds are used only for costs related to direct research.

Appropriations: $18.1 million (estimate), fiscal year 1970; $17.3 million, fiscal year 1969.

Obligations: $17.3 million, fiscal year 1969; $14.6 million, fiscal year 1968.

Average Assistance: Not applicable.

Assistance Prerequisites: Not applicable.

Program Accomplishments: Progress in understanding the etiology, and in treatment, prevention, and control of mental illness has continued and accelerated since the beginning of the mental health intramural research program.

For example, scientists working in the Institute's laboratories have defined the mechanisms whereby the body handles catecholamines, the brain and body substances released especially when a person is under stress or anxiety and that play important roles in psychiatric illness and in the patient's response to drugs. This work has helped lead to successful development of pharmacotherapy in the treatment of various emotional disorders. In another major accomplishment, Institute scientists have identified a number of biochemical events associated with depressive illness, and thereby advanced the search for new drugs that promise to alleviate this disorder. From this may follow an understanding of the apparent effectiveness of the drug lithium as a therapeutic agent for patients suffering serious mood disorders. Investigators at the Institute have developed techniques to predict the type of psychopathology to be found in a child from a knowledge of the style in which members of his family communicate and relate to one another, and new avenues of family treatment have been developed. Other studies have shown that dramatic improvement can be made in the IQ's of young culturally deprived children under special tutoring programs as well as through programmed learning techniques. As a final example of many important steps forward, significant advances have been made in the field of sleep research, indicating that sleep difficulties may be the precursors of many mental illnesses.

Washington Contact: For general purposes: Associate Director for Mental Health Research, National Institute of Mental Health, Health Services and Mental Health Administration, 5454 Wisconsin Avenue, Chevy Chase, Maryland 20015, (301) 496-3501. For patient referral: Director, Clinical Center, National Institutes of Health, Bethesda, Maryland 20014, (301) 496-4114.

Local Contact: Associate Regional Health Director for Mental Health, Department of Health, Education, and Welfare Regional Office for appropriate area.

CHILD HEALTH AND HUMAN DEVELOPMENT--RESEARCH GRANTS

Authorizing Statute: 42 U.S.C. 241, Section 301(d), Public Health Service Act.

Administrator: Director, National Institute of Child Health and Human Development, National Institutes of Health, U.S. Department of Health, Education, and Welfare.

Nature of Program Activity: To provide research grants to qualified scientists working in areas related to maternal health, child health, human growth and development, and the aging process. NICHD supports studies in reproductive biology, embryogenesis, perinatal biology, obstetrics, causes of infant and fetal mortality, special diseases of childhood and pregnancy, and the biological and behavioral growth and development of the individual from prenatal stages through infancy and childhood and on into the stages of maturation and aging. The Institute also supports studies in mental retardation and in problem areas such as teratology, congential defects, and developmental pharmacology.

Eligibility: Universities, colleges, medical, dental and nursing schools, schools of public health, laboratories, hospitals, state and local health departments, other public or private nonprofit institutions, and individuals.

Available Assistance: For services, materials, and other items and conditions stated on the application for the grant.

Use Restrictions: The grantee must abide by the terms and conditions stated on the application for the grant.

Appropriations: $45.1 million (estimate), FY 1970; $43.2 million, FY 1969; $42.9 million, FY 1968.

Obligations: $43.2 million (estimate), FY 1969; $42.2 million, FY 1968.

Average Assistance: $38,413.

Assistance Prerequisites: Each application is reviewed on the basis of scientific merit, the qualifications of the investigator, and the adequacy of his facilities, by study sections or special committees of expert consultants and finally, by a National Advisory Council.

Program Accomplishments: A total of 983 research grants active April 30, 1969.

Washington Contact: Chief, Grants and Contracts Management Branch, National Institute of Child Health and Human Development, National Institutes of Health, Bethesda, Maryland 20014. 301-496-5481.

Local Contact: No field office.

CHILD HEALTH AND HUMAN DEVELOPMENT--COLLABORATIVE RESEARCH AND DEVELOPMENT CONTRACTS

Authorizing Statute: 42 U.S.C. 241, Section 301(h), PHS Act 1944, as amended.

Administrator: Director, National Institute of Child Health and Human Development, National Institutes of Health, U.S. Department of Health, Education, and Welfare.

Nature of Program Activity: Supports research contracts in the fields of biological, behavioral, and clinical sciences.

Eligibility: Universities, colleges, medical, dental, and nursing schools, schools of public health, laboratories, hospitals, State and local health departments, other public or private nonprofit and profitmaking institutions.

Available Assistance: Research contracts.

Use Restrictions: Contractors must abide by terms and conditions of the contract including the Federal Procurement Regulations.

Appropriations: $8.2 million (estimate), fiscal year 1970; $5.4 million, fiscal year 1969; $3.0 million, fiscal year 1968.

Obligations: $5.3 million (estimate), fiscal year 1969; $2.4 million, fiscal year 1968.

Average Assistance: $63,953.

Assistance Prerequisites: Each contract proposal is reviewed by a preliminary review group and a contract review committee for scientific merit, the qualifications of the contractors, and the adequacy of the facilities.

Program Accomplishments: Fiscal year 1969, 78 contracts.

Washington Contact: Chief, Grants and Contracts Management Branch, National Institute of Child Health and Human Development, National Institutes of Health, Bethesda, Maryland 20015. (301) 496-5481.

Local Contact: No field office.

CHILD DEVELOPMENT--HEAD START

Authorizing Statute: Economic Opportunity Act of 1964, as amended, section 222(a) (1); 42 U.S.C. 2809 A-1.

Administrator: Director, Office of Child Development, U.S. Department of Health, Education, and Welfare.

Nature of Program Activity: Head Start is a comprehensive early childhood education program for disadvantaged preschool children and their families. Each program includes Health, Nutrition, Parent Involvement, and Education components, as well as a Career Development program for teachers and nonprofessional aides who serve in the centers. There is also active volunteer participation from all age groups. Head Start has a small Research and Evaluation Branch and, since 1968, has awarded 35 grants to Parent and Child Centers, for low-income families with children under three.

Eligibility: Preschool children whose families meet the DHEW poverty guidelines, are accepted into Head Start. Up to 10 percent non-poor children are allowed to participate. For the PCC programs, each family must have at least one child under three.

Available Assistance: Grants up to 80 percent of the total program cost are made directly to local Community Action Agencies or other public and private non-profit agencies. Grants and contracts are also made to universities and private non-profit businesses to provide technical assistance and training to the program and its staff. Grants are also made to a limited number of communities to operate Parent and Child Center programs.

Use Restrictions: With the exception of allowing 10 percent non-poor children into the program, Head Start funds cannot be spent on children above poverty income criteria or for services already available which would be diminished if Head Start funds were used.

Appropriations: $338.0 million (estimate), FY 1970; $328.0 million, FY 1969; $322.7 million, FY 1968.

Obligations: $328.0 million, FY 1969; $322.7 million, FY 1968.

Average Assistance: $1,050 per child--full year; $210 per child--summer.

Assistance Prerequisites: Grants are signed by DHEW Regional Directors and approved by the Governor.

Program Accomplishments: Head Start has inspired the Nation to focus its attention on preschool education, not only for deprived children but for all its children. Since inception, almost 3, 300, 000 children have benefited from the comprehensive services provided by Head Start. Head Start families have also benefited from the program through parent education programs, family and individual counseling, vocational guidance, and employment in Head Start centers. Through this program, poor people have also obtained employment and the opportunity to advance professionally. Full-year Head Start programs employ about 30, 000 persons per year, who must be from poverty areas, in non-professional positions. Of these, more than 6, 000 low-income non-professionals are now enrolled in part-time college-level training for two- and four-year degrees at approximately 200 colleges and universities. Head Start has also been successful in mobilizing community resources. An estimated 400, 000 volunteers have served in the program since its inception.

Washington Contact: Director, Office of Child Development, U. S. Department of Health, Education, and Welfare, Washington, D. C. 20201. (202) 382-6751.

Local Contact: Applicants for a Head Start grant should contact the HEW regional office in their area. Parents wishing to enroll their children should consult the local CAA, welfare, or other public assistance agencies.

CHILD DEVELOPMENT--TECHNICAL ASSISTANCE

Authorizing Authority: Order of Secretary of Health, Education, and Welfare dated July 7, 1969, 34 F. R. 12190; DHEW Reorganization Order dated August 12, 1969, 34 F. R. 14700.

Administrator: Director, Office of Child Development, Office of the Secretary, U. S. Department of Health, Education, and Welfare.

Nature of Program Activity: This program provides coordination and advocacy for children's programs conducted by the U. S. Department of Health, Education, and Welfare.

Eligibility: States and other public and private organizations in the area of children's services.

Available Assistance: Advisory services, counseling, and technical information is available in the area of children's services as they relate to health and programs for handicapped and retarded children, social services to children in their own homes (including protective services, homemaker service, day care, and parent-child counseling), foster care for children (including adoption, institutions for dependent children, emotionally disturbed children, foster family care), services to unmarried mothers, and community programs for youth development. The Office provides leadership to the Community Coordinated Child Care (4-C) Program, which is an interagency effort to develop mechanisms for coordination of day care services at the State and local levels. The 4-C Program provides a method for bringing together the resources of all interested child care programs in a locality.

Use Restrictions: Not applicable.

Appropriations: $1,507,000, FY 1970; None, FY 1969.

Obligations: $1,507,000, FY 1970; None, FY 1969.

Average Assistance: Not applicable.

Assistance Prerequisites: Not applicable.

Program Accomplishments: Not applicable.

Washington Contact: Director, Office of Child Development, Office of the Secretary, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201. (202) 755-7766.

Local Contact: Persons are encouraged to communicate with the Assistant Regional Director, Office of Child Development, U.S. Department of Health, Education, and Welfare, Regional Offices.

COMMUNITY ACTION PROGRAM

Authorizing Statute: 42 U.S.C. 2781, et seq., Economic Opportunity Act of 1964, as amended; Public Law 89-794, Title II; 78 Stat. 508 (as amended); 79 Stat. 973; 80 Stat. 1451.

Administrator: Mr. Theodore Berry, Director, Community Action Program, Office of Economic Opportunity, 1200 19th Street NW, Washington, D.C. 20506. (202) 382-4876.

Nature of Program: This program helps local communities mobilize human and financial resources for combating poverty. The primary instrument for developing a local strategy is the Community Action Agency (CAA), composed of public officials, representatives of the poor, and private groups. The CAA plans and carries out programs and activities to improve local planning and coordination; stimulate innovative programs and techniques; provide for more effective organization of services at the neighborhood or community level; increase effectiveness of participation by the poor in programs which affect them; and increase resources allocated to combat poverty. Activities which community action agencies may undertake include:

1. Securing and retaining meaning employment.
2. Attaining an adequate education.
3. Making better use of available income.
4. Providing and maintaining adequate housing and a suitable living environment.
5. Undertaking family planning, consistent with personal and family goals, religious and moral convictions.
6. Obtaining services for the prevention of narcotics addiction, alcoholism, and the rehabilitation of narcotic addicts and alcoholics.
7. Obtaining emergency assistance through loans or grants to meet, immediate and urgent individual and family needs, including the need for health services, nutritious food, housing, and employment-related assistance.
8. Removing obstacles and solving personal and family problems which block the achievement of self-sufficiency.
9. Achieving greater participation in the affairs of the community.
10. Making more frequent use of other programs related to the purposes of this title.

CAA's may also undertake community action national emphasis programs which include: Comprehensive health services, emergency food and medical services, family planning, senior opportunities and services. These programs are detailed as separate program descriptions.

Eligibility: A State or political subdivision of a State, or a combination of such political subdivision, or a public or private nonprofit agency or organization which has been designated by a State, or such a political subdivision or combination of subdivisions is eligible. A community may be a city, county, multicity, or multicounty unit, an Indian reservation, or a neighborhood or other area (irrespective of boundaries or political subdivisions), which provides a suitable organizational base and possesses the commonality of interested people needed for a community action program. Grants are made to agencies representing an entire community and to single-purpose agencies with adequate authority to enter into contracts, receive grants, and carry out the program directly or by contract with other agencies.

Available Assistance: OEO provides assistance for the activities of the CAA board and staff, for a variety of programs to fill unmet needs and to strengthen existing services. Projects may be locally designed or selected from CAP's national emphasis programs. Locally designed programs may include consumer action (buying clubs, credit unions, consumer education) cooperatives, education (tutorials and literacy training), housing (housing development corporations, housing code enforcement, self-help housing), manpower (recruitment, training, counseling, placement with such supportive services as day care centers), and social services (home management services and food distribution).

Use Restrictions: Innovative projects designed to solve problems of poverty and any research related to those problems.

Past Appropriations: Fiscal year 1969, $929 million; fiscal year 1968, $866 million; fiscal year 1967, $874 million.

Obligations Incurred: Fiscal year 1969, as of March 31, 1969, $556.1 million; fiscal year 1968, $899,010,000; fiscal year 1967, $848 million.

Average Assistance: The amount of money for any grant will vary with the number of participants in local programs.

Assistance Prerequisites: (1) Must focus on the needs of the poor; (2) must encourage maximum feasible participation by the population served; (3) must arrange for coordination of funding; and (4) must assure that entire program will be conducted in accordance with Civil Rights Act of 1964.

Program Accomplishments: None stated.

Washington Contact: Mr. Theodore Berry, Community Action Program, Office of Economic Opportunity, 1200 19th Street NW, Washington, D.C. (202) 382-4876.

Local Contact: None.

MIGRANT AND SEASONAL FARM WORKERS ASSISTANCE

Authorizing Statute: 42 U.S.C. 2701 et seq. Office of Economic Opportunity Act of 1964, as amended.

Administrator: Noel Klores, Chief of the Migrant Branch, Community Action Program, Office of Economic Opportunity, 1200 19th Street NW, Washington, D.C. 20506. (202) 382-5165.

Nature of Program: The purpose of this program is to assist migrant and seasonal farmworkers and their families to improve their living conditions and to develop the skills necessary to lead a productive and self-sufficient life. Projects and activities designed to meet immediate needs include day care for children, education and rehabilitative programs, health services, improved housing and sanitation, consumer training, and counseling.

Eligibility: State and local public and private nonprofit agencies are eligible for Federal assistance up to 100 percent under Title III-B. Groups are also eligible for funds from Title II-A for special programs to benefit only migrants and seasonal farmworkers; they may seek partial or total waiver of the 20 percent non-Federal requirements.

Available Assistance: Long-term programs are designed to promote increased community acceptance of migrant and seasonal farmworkers and their families. These programs equip unskilled migrant and seasonal farmworkers and members of their families to meet the changing demands in agricultural employment brought about by technological advancement. The programs of opportunities available to improve their self-sufficiency by gaining regular or permanent employment or by participating in available Government training programs.

Use Restrictions: Assistance available is limited to education, housing, and child development programs that are appropriate to farmworker family members.

Past Appropriations: Fiscal year 1969, $30 million; fiscal year 1968, $25 million.

Obligations Incurred: Fiscal year 1969, $27.3 million; fiscal year 1968, $25 million; fiscal year 1967, $33 million.

Average Assistance: The migrant program does not provide for grants of loans.

Assistance Prerequisites: (1) Must have earned at least 50 percent of their total income as agriculture employees, (2) must have been employed only on a seasonal basis and not by one employer for the entire calendar year, and (3) must have incomes below the poverty level.

Program Accomplishments: None stated.

Washington Contact: See "Administrator."

Local Contact: None.

APPALACHIAN REGIONAL COMMISSION

General Nature and Administration of Appalachian Regional Development Program

The Appalachian Regional Development Program is a joing Federal-State partnership for the development of the Appalachian region. Responsibility for the development of plans and programs authorized under the act is vested in the Appalachian Regional Commission, composed of the Governors of participating States (or their representatives) and a Federal Cochairman. General policies and procedures, and the allocation of Appalachian funds among the various programs and States, are established by the Commission itself. Day-to-day operations of the Commission's program are carried out by the Executive Committee, composed of the Federal Cochairman, John B. Waters, Jr.; the States' regional representative, John D. Whisman; and the Executive Director, Ralph R. Widner. Application for assistance may only be made through a State member of the Commission. Each State has been required by the Commission to file a State Appalachian development plan, appraising prospects for development in its Appalachian area and relating to them all projects for which Appalachian funding is requested in that year. Once a decision as to a project's merit for regional development is made by the Commission, the project is passed on to the basic Federal agency involved in that type of program, for evaluation and actual execution.

The counties in which investment under the Appalachian Act (40 App. A U.S.C.A. 403) can be made are:

In Alabama, the counties of Bibb, Blount, Calhoun, Chambers, Cherokee, Chilton, Clay, Cleburne, Colbert, Coosa, Cullman, De Kalb, Elmore, Etowah, Fayette, Franklin, Jackson, Jefferson, Lamar, Lauderdale, Lawrence, Limestone, Madison, Marion, Mashall, Morgan, Pickens, Randolph, Saint Clair, Shelby, Talladega, Tallapoosa, Tuscaloosa, Walker, and Winston;

In Georgia, the counties of Banks, Barrow, Bartow, Carroll, Catoosa, Chattooga, Cherokee, Dade, Dawson, Douglas, Fannin, Floyd, Forsyth, Franklin, Gilmer, Gordon, Gwinnett, Habersham, Hall, Haralson, Heard, Jackson, Lumpkin, Madison, Murray, Paulding, Pickens, Polk, Rabun, Stephens, Towns, Union, Walker, White, and Whitfield;

In Kentucky, the counties of Adair, Bath, Bell, Boyd, Breathitt, Carter, Casey, Clark, Clay, Clinton, Cumberland, Elliott, Estill, Fleming, Floyd, Garrard, Green, Greenup, Harlan, Jackson, Johnson, Knott, Knox, Laurel, Lawrence, Lee, Leslie, Letcher, Lewis, Lincoln, McCreary, Madison, Magoffin, Martin, Menifee, Monroe, Montgomery, Morgan, Owsley, Perry, Pike, Powell, Pulaski, Rockcastle, Rowan, Russell, Wayne, Whitley, and Wolfe;

In Maryland, the counties of Alleghany, Barret, and Washington;

In Mississippi, the counties of Alcorn, Benton, Chickasaw, Chocktaw, Clay, Itawamba, Kemper, Lee, Lowndes, Marshall, Monroe, Noxubee, Oktibbeha, Pontotoc, Prentiss, Tippah, Tishomingo, Union, Webster, and Winston;

In New York, the counties of Allegany, Broome, Cattaraugus, Chautauqua, Chemung, Chenango, Cortland, Delaware, Otsego, Schoharie, Schuyler, Steuben, Tioga, and Tompkins;

In North Carolina, the counties of Alexander, Alleghany, Ashe, Avery, Buncombe, Burke, Caldwell, Cherokee, Clay, Davie, Forsyth, Graham, Haywood, Henderson, Jackson, McDowell, Macon, Madison, Mitchell, Polk, Rutherford, Stokes, Surry, Swain, Transylvania, Watauga, Wilkes, Yadkin, and Yancey;

In Ohio, the counties of Adams, Athens, Belmont, Brown, Carroll, Clermont, Coshocton, Gallia, Guernsey, Harrison, Highland, Hocking, Holmes, Jackson, Jefferson, Lawrence, Meigs, Monroe, Morgan, Muskingum, Noble, Perry, Pike, Ross, Scioto, Tuscarawas, Vinton, and Washington;

In Pennsylvania, the counties of Allegheny, Armstrong, Beaver, Bedford, Blair, Bradford, Butler, Cambria, Cameron, Carbon, Centre, Clarion, Clearfield, Clinton, Columbia, Crawford, Elk, Erie, Fayette, Forest, Fulton, Greene, Huntingdon, Indiana, Jefferson, Juniata, Lackawanna, Lawrence, Luzerne, Lycoming, McKean, Mercer, Mifflin, Monroe, Montour, Northumberland, Perry, Pike, Potter, Schuylkill, Snyder, Somerset, Sullivan, Susquehanna, Tioga, Union, Venango, Warren, Washington, Wayne, Westmoreland, and Wyoming;

In South Carolina, the counties of Anderson, Cherokee, Greenville, Oconee, Pickens, and Spartanburg;

In Tennessee, the counties of Anderson, Bledsoe, Blount, Bradley, Campbell, Cannon, Carter, Claiborne, Clay, Cocke, Coffee, Cumberland, De Kalb, Fentress, Franklin, Grainger, Greene, Grundy, Hamblen, Hamilton, Hancock, Hawkins, Jackson, Jefferson, Johnson, Knox, Loudon, McMinn, Macon, Marion, Meigs, Monroe, Morgan, Overton, Pickett, Polk, Putnam, Rhea, Roane, Scott, Sequatchie, Sevier, Smith, Sullivan, Unicoi, Union, Van Buren, Warren, Washington, and White;

In Virginia, the counties of Alleghany, Bath, Bland, Botetourt, Buchanan, Carroll, Craig, Dickenson, Floyd, Giles, Grayson, Highland, Lee, Pulaski, Russell, Scott, Smyth, Tazewell, Washington, Wise, and Wythe;

All the counties of West Virginia.

The State Representatives are:

J. Edward Mitchell, Jr., Director, Alabama Program Development Office, 304 Dexter Avenue, Montgomery, Alabama, 36104. (205) 269-7167.

H. Oliver Welch, Director, State Planning Bureau, 270 Washington Street SW, Room 611, Atlanta, Georgia 30334. (404) 524-1521.

Frank J. Groschelle, Administrator, Kentucky Program Development Office, Capitol Building, Room 157, Frankfort, Kentucky 40601. (502) 564-3605.

Robert G. Garner, Beall, Garner & Geare, Inc., 50 Baltimore Street, Cumberland, Maryland 21502. (301) 722-2500.

Clifford D. Gookin, Director of Appalachian Development, State Highway Department Building, Highway 45, Tupelo, Mississippi 38801. (601) 844-1184.

D. David Brandon, Director, New York State Office of Planning Coordination, State Capitol, Second Floor, Albany, New York 12207. (518) 474-7955.

Dr. William L. Turner, Director of Administration, Department of Administration, 116 West Jones Street, Raleigh, North Carolina 27602. (919) 829-7232.

Albert G. Giles, Director, Department of Urban Affairs, 50 West Broad Street, Room 3300, Columbus, Ohio 43215. (614) 469-5467.

William T. Schmidt, Executive Deputy Secretary, Department of Commerce, 420 South Office Building, Harrisburg, Pennsylvania 17120. (717) 787-2048.

James S. Konduros, Executive Assistant to Governor McNair, State Capitol Building, Columbia, South Carolina 29201. (803) 758-3261.

Samuel H. Roberts, Jr., Executive Administrator to the Governor, Office of the Governor, Nashville, Tennessee 37219. (615) 741-2001.

T. Edward Temple, Director, Division of State Planning and Community Affairs, 1010 James Madison Building, Richmond, Virginia 23219. (703) 770-3785.

Dr. B. L. (Bill) Coffindaffer, Governor's Office, State Capitol, Charleston, West Virginia 25305. (304) 348-3562.

APPALACHIAN CHILD DEVELOPMENT

Authorizing Statute: Section 202, Appalachian Regional Development Act of 1965; Public Law 89-4; as amended by Section 107, Public Law 90-103 and Section 104, Public Law 91-123; 40 App. USC 202-11.

Administrator: Appalachian Regional Commission.

Objectives: To create a State-level capability for planning child development programs, and a program to provide child development services in selected areas throughout the Region.

Types of Assistance: Planning and project grants; Research and technical assistance grants.

Use Restrictions: Planning grants will be awarded only to the State Interagency Committee designated by the Governor. The planning process must include the development of a comprehensive child development plan for the entire State. Project grants will only be awarded for child development projects in the designated demonstration areas.

Eligibility: States' interagency committees are eligible for planning grants. Public and private non-profit organizations in the designated child development areas are eligible for project grants, if the projects are consistent with the state plan and priorities.

Obligations: FY 1970, $209,000; FY 1971, $8,000,000.

Program Accomplishments: None stated.

Washington Contact: (Inquiries and proposals for projects should be submitted first to the Appalachian State Office designated by the Governor.) Refer to the Appalachian Region Development Program. Ralph R. Widner, Executive Director, Appalachian Regional Commission, 1666 Connecticut Avenue, NW, Washington, D.C. 20235; Telephone (202) 967-4985.

Local Contact: Refer to the Appalachian Regional Development Program.

NATIONAL SCIENCE FOUNDATION
COMPUTING ACTIVITIES--EDUCATION AND TRAINING PROGRAMS

Authorizing Statute: Public Law 507, 81st Congress, as amended.

Administrator: Mr. Kent Curtis, Office of Computing Activities.

Nature of Program: To explore the educational implications of computers as they affect different disciplines; to train teachers to use newly developed instructional methods involving computers.

Eligibility: Colleges and universities, consortia of such institutions, and nonprofit research organizations.

Available Assistance: Grants are made on the basis of a competitive review of projects submitted to the NSF in the form of proposals, which are selected for support within available funds.

Use Restrictions: Grant funds may be used for salaries, equipment, materials, travel costs, computer time, and other indirect costs, and other costs associated with an educational project. Funds may not be used for major construction or renovation.

Past Appropriations: Only one appropriation is available to NSF for all programs.

Obligations: FY 1969, $3,200,000; FY 1968, $3,187,259.

Average Assistance: $44,000.

Assistance Prerequisites: See "Eligibility."

Program Accomplishments: None stated.

Washington Contact: M. Kent Curtis (202) 632-5968.

Local Contact: Not applicable to NSF.

NATIONAL SCIENCE FOUNDATION
SCIENTIFIC RESEARCH PROJECTS IN THE BIOLOGICAL AND MEDICAL SCIENCES

Authorizing Statute: Public Law 81-507, as amended.

Administrator: Dr. Harve J. Carlson, Division Director, BMS, NSF, Washington, D.C. 20550. (202) 632-4338.

Nature of Program: Grants are awarded to support scientific research. On rare occasions research support may take the form of a contract rather than a grant; proposals directed at grants or contracts are prepared in an identical manner. Support for the biological and medical sciences (excluding clinical aspects) includes cellular biology, environmental and systematic biology, molecular biology, physiological processes, psychobiology, and biological oceanography. Institutions are required to share in the cost of each scientific research project supported by an NSF research grant; this may be accomplished by a contribution to any cost element in the project, direct or indirect.

Eligibility: Colleges, universities and academically related nonprofit research organizations.

Available Assistance: Grants are made on the basis of a competitive review of projects submitted to the NSF in the form of proposals, which are selected for support within available funds.

Use Restrictions: Grants funds may be used for the normal expenses of conducting research including salaries, equipment, supplies, travel necessary to the project, computer services, publication charges, and indirect costs.

Past Appropriations: Only one appropriation is available to NSF for all programs.

Obligations Incurred: FY 1967, $52.1 million; FY 1968, $50.3 million; FY 1969, $51.2 million (estimate).

Average Assistance: FY 1968 average award $38,500.

Assistance Prerequisites: See "Eligibility."

Program Accomplishments: None stated.

Washington Contact: Same as "Administrator."

Local Contact: Not applicable.

NATIONAL FOUNDATION ON THE ARTS AND THE HUMANITIES

Authorizing Statute: Public Law 89-209 as amended by Public Law 90-348.

Administrator: Mr. John H. Kerr, Director for Education Programs, National Endowment for the Arts, 1800 F Street, NW, Washington, D.C. 20506 (202) 382-6580.

Nature of Program: To provide grants for special innovative projects in arts education.

Eligibility: Individuals and nonprofit, tax-exempt organizations.

Available Assistance: Grants.

Use Restrictions: For pilot projects in arts education, for a limited number of studies, for curriculum development in the arts, for international conferences of arts educators hosted in the United States.

Appropriations: FY 1969, $192,700; FY 1968, $181,595; FY 1967, $892,780.

Obligations: See "Appropriations."

Average Assistance: Grants range from $1,500 for a study of student arts festivals to $100,000 for a special visual-artists in-residence national pilot project for secondary schools.

Assistance Prerequisites: Individuals, per legislative directive, must be "of exceptional talent"; projects should have national implications; grants to organizations, with few exceptions, must be matched, at least dollar for dollar, with non-Federal funds.

Program Accomplishments: None stated.

Washington Contact: See "Administrator."

Local Contact: Not applicable.

NATIONAL FOUNDATION--RESEARCH PROGRAM

Authorizing Statute: Public Law 89-209, September 29, 1965.

Administrator: William R. Emerson, Director, Division of Research and Publication, National Endowment for the Humanities, 1800 F Street NW, Washington, D. C. 20506 (202) 382-5592.

Nature of Program: To stimulate and support scholarly research and writing so as to contribute to the national welfare through the discovery, the refinement, the dissemination, and where possible, the application of knowledge in the various fields of the humanities. Division has a special interest in the history and culture of America.

Eligibility: Schools, colleges, universities, public agencies, and private nonprofit groups and organizations in the United States and dependencies, and under unusual circumstances, individual scholars.

Available Assistance: Grants for research and writing.

Use Restrictions: Salaries (excluding academic-year salary for grants of $10,000, or less), travel, supplies.

Past Appropriations: FY 1969, $3,700,000 (plus matching amount not yet voted by Congress); FY 1968, $3,825,000.

Obligations Incurred: FY 1969, $1,109,678; FY 1968, $1,163,525.

Average Assistance: Less than $10,000.

Assistance Prerequisites: Applications are judged against each other, in the context of the limited funds, and against these criteria:

1. The relative value of the project as a contribution to humanistic knowledge.
2. The design and plan of work.
3. The competence of the applicant for the project proposed; his standing in his field or, if a newcomer, his potential for accomplishment.
4. The budget: Its justification for the work proposed.
5. The value of the project as a contribution to humanistic understanding of problems of national concern.

Program Accomplishments: None stated.

Washington Contact: See "Administrator."

Local Contact: None.

NATIONAL FOUNDATION--EDUCATION PROGRAM

Authorizing Statute: Public Law 89-209, September 29, 1965.

Administrator: Director of Education Programs, National Endowment for the Humanities, 1800 F Street NW, Washington, D.C. 20506 (202) 382-4780.

Nature of Program: Through its education program, the Endowment seeks to help educational institutions improve their instruction and make more effective use of resources in the humanities. A particular but not exclusive emphasis is placed on projects that relate the characteristically retrospective wisdom of the humanities to contemporary questions of values and to problems of national concern.

Eligibility: Any non-Federal, nonprofit organization or institution concerned with humanistic education.

Available Assistance: Grants only.

Use Restrictions: Any activity related to above purpose except for construction and acquisition of permanent equipment.

Appropriations: The total appropriation to the National Endowment for the Humanities for fiscal 1969 was $3,700,000 (plus matching amount not yet voted by Congress); for fiscal year 1968, $3,825,000; FY 1967, $2,106,000. There have been no appropriations to specific programs for the Endowment.

Obligations: FY 1969, $1,890,019; FY 1968, $859,460; FY 1967, $348,500.

Average Assistance: Between $20,000 and $30,000.

Assistance Prerequisites: Consistency with objectives of the program and sufficient quality to meet the intense competition for scarce program dollars.

Program Accomplishments: Not stated.

Washington Contact: See "Administrator."

Local Contact: None.

AGING--FOSTER GRANDPARENTS PROGRAM

Authorizing Statute: Economic Opportunity Act of 1964, 42 U.S.C. 2782-2785.

Administrator: Commissioner, Administration of Aging, Social and Rehabilitation Service, U.S. Department of Health, Education, and Welfare.

Nature of Program Activity: The Foster Grandparents Program recruits, trains, and utilizes persons with low incomes, sixty years of age and older, to serve neglected and deprived children in institutional and community settings who can benefit from a close personal relationship with a mature adult. This program provides new service opportunities for persons of retirement age, pointing the way to new service roles for older Americans.

Eligibility: Men and women sixty years of age and older with incomes below the poverty level, who have an interest in children. Neglected, deprived, physically or mentally handicapped children from infancy through sixteen years of age. Institutions for the care of such children which apply for the program and can meet the local participation requirements.

Available Assistance: Foster grandparents receive the equivalent of the Federal minimum wage per hour for an average of four hours per day, five days per week plus an allowance for transportation costs. Annual physical examinations are also provided either by the host institution or from Federal funds. The host institution provides office and activity space for the project plus the services of its staff as consultants and/or trainers.

Use Restrictions: Funds for elderly to provide person-to-person services to children with special needs. The funds can be spent for income supplementation, fringe benefits, and workmen's compensation for foster grandparents, for salaries for project staff and other expenses incident to the operation of the projects.

Appropriations: $9.25 million (estimate), FY 1970; $10 million, FY 1969; $9.38 million, FY 1968.

Obligations Incurred: FY 1969, not available yet; FY 1968, $9,380,049; FY 1967, $5,562,000.

Average Assistance: The average grant is $148,765.

Assistance Prerequisites: Foster Grandparent applicants must be of low income, sixty years of age or older, in good health, and have an interest in children. Applicant agency must be a public or nonprofit private agency or organization.

Program Accomplishments: The Foster Grandparent Program, launched in August 1965 with 21 projects, was expanded to 33 projects by June 1966, located in 40 states and Puerto Rico. They serve in 184 different institutional and community settings, such as general hospitals, tuberculosis hospitals, insitutions for retarded children, facilities for the physically handicapped, institutions for the emotionally disturbed, day care centers, and correctional institutions.

Older Americans serving as foster grandparents have found a new purpose in life; they have improved health, mentally and physically; the modest increase in income makes possible basic and needed improvements in their daily lives.

Administrators and supervisors in institutions have learned that men and women of retirement age can provide useful services on a regular and reliable basis. The experience with the one-to-one relationship has influenced consideration of new staffing patterns in several institutions. Costs of caring for children in institutions have been reduced, because the children can function more independently and are less destructive of supplies and equipment.

The children served by the foster grandparents respond favorably to the special attention they get. They adjust better emotionally; they react better socially; they learn easier and faster such elementary and necessary activities as feeding themselves, walking, talking, playing, and clothing themselves.

Washington Contact: Mr. M. Gene Handelman, Director, Foster Grandparents Program, Administration on Aging, Social and Rehabilitation Service, U.S. Department of Health, Education and Welfare, 330 Independence Avenue, SW, Washington, D.C. 20201. Telephone (202) 962-0280.

Local Contact: For information about existing projects, a potential foster grandparent may contact the State agency on aging; the Administration on Aging Regional Office; or the Office of Economic Opportunity Regional Office. For information about submitting a project application, the Washington office should be contacted.

CHILD WELFARE RESEARCH AND DEMONSTRATION GRANTS PROGRAM

Authorizing Statute: Section 426, Social Security Act, Public Law 90-248, 42 U.S.C. 626.

Administrator: Commissioner, Community Services Administration, Social and Rehabilitation Service, U.S. Department of Health, Education, and Welfare.

Nature of Program Activity: The provision of grants in support of research projects relating to child welfare activities, and of demonstration projects in the field of child welfare which are of regional and national significance, and for special projects for the demonstration of new methods or facilities which show promise of substantial contribution to the advancement of child welfare.

Eligibility: Grants for research, demonstration and special projects may be made to public or other non-profit institutions of higher learning and to public or other non-profit agencies and organizations engaged in research or child welfare activities. Contracts, or jointly financed cooperative arrangements may be made with States and public and other organizations and agencies for the conduct of research, special projects, or demonstration projects.

Available Assistance: Grants are available for most categories of expense in connection with a specified project, excepting construction. Cost sharing with non-Federal funds is required.

Use Restrictions: These funds may not be used solely to provide or extend services, are restricted to research, demonstration and special projects. Demonstration and special projects require evaluation plan submitted with application.

Appropriations: Approximately $4.0 million, FY 1968; $4.4 million, FY 1969; $4.6 million, FY 1970.

Obligations: $4.0 million, FY 1968; $4.4 million, FY 1969; $4.18 million, FY 1970 estimate.

Average Assistance: $122,000.

Assistance Prerequisites: Grant applications must show provisions for qualified and adequate staff and facilities, and for adequate supervision to accomplish the purpose of the project.

Curriculum vitae of project director and all other professional employees must be submitted and approved, either with application or prior to employment. Proposals for demonstration projects must include an evaluation component.

Program Accomplishments: This grants program has funded a number of studies in the past concerning the effects of adoption, adoptive procedures, types of children and family needing foster care, and factors in successful foster placement. A second area of emphasis has been on providing high quality day care for infants and young children, demonstrating different types of child care arrangements including group care of infants, and devising means of building in socializing and developmental experiences. The third major area of historical interest has been in the establishment of multi-service programs for unwed teenage pregnant girls, providing for health, social work, and educational services during and after pregnancy. Present priorities stress development of new service delivery systems, and community involvement in service projects.

Washington Contact: Chief, Child Welfare Research and Demonstration Grants Program, Community Services Administration, Social and Rehabilitation Service, U.S. Department of Health, Education and Welfare, Washington, D.C. 20201 (202) 963-3630.

Local Contact: None.

MATERNAL AND CHILD HEALTH RESEARCH

Authorizing Statute: Section 512, Social Security Act as amended, 42, U.S.C. 712, Public Law 90-248.

Administrator: Maternal and Child Health Service, U.S. Department of Health, Education, and Welfare.

Nature of Program Activity: The provision of grants in support of research projects relating to maternal and child health services or crippled children's services which show promise of substantital contribution to the advancement thereof. Special emphasis is accorded projects aimed at need for services, costs, effectiveness, comprehensive health care, and family planning.

Eligibility: Grants may be made to public or other nonprofit institutions of higher learning and to other public or non-profit agencies or organizations engaged in research or maternal and child health activities.

Available Assistance: Grants are available for virtually all categories of expense in connection with a specific research project. Cost sharing with non-federal funds is required.

Use Restrictions: These funds may not be used solely to provide or extend services. Funds are restricted to research efforts.

Appropriations: $8.7 million (estimate), FY 1970; $6.2 million, FY 1969; $5.9 million, FY 1968.

Obligations: $6.2 million (estimate), FY 1969; $5.580 million, FY 1968.

Average Assistance: The average grant is approximately $88,000.

Assistance Prerequisites: Grant applications must show provisions for qualified and adequate staff and facilities, and for adequate supervision to accomplish the purpose of the project.

Program Accomplishments: Studies funded through this program have aided development of better maternal and child health services programs which have contributed remarkably to the decrease in infant mortality. A nationwide study of the nutrition of preschool children is under way with pilot studies already completed. Studies are also under way in the care of unwed school age mothers and in family planning programs.

Washington Contact: Social and Rehabilitation Service, U.S. Department of Health, Education, and Welfare.

Local Contact: None.

CHILD CARE SERVICES TITLE IV-A AID TO FAMILIES WITH DEPENDENT CHILDREN

Authorizing Statute: Sections 402(a) (14) and (15) (B) (i) of Title IV, part A of the Social Security Act, as amended.

Administrator: Community Services Administration, Social and Rehabilitation Service, Department of Health, Education and Welfare.

Nature of Program: Under Title IV, Part A of the Social Security Act, child care is authorized, and in some circumstances required, as a service for families and children receiving Aid to Families with Dependent Children. The term "child care" refers to both day care, which out-of-home care, in day care centers, group care homes, or family day care homes; and to care for the child in his own home.

The regulations authorize Federal financial participation in the costs of providing a full range of mandatory and optional services under the Title IV-A program, including services for the care, protection, and development of children whose parents are, for part of the day, working or seeking work, in training or otherwise absent from the home or unable to provide parental supervision.

Eligibility: Grants are made to the public welfare departments of each State. The Welfare department may extend services from this program to present, past, or potential AFDC recipients. Potential recipients may be defined as members of a particular geographical region.

Available Assistance: Grants may be used for child care services for up to 75 percent of the total cost. They may not be used for construction.

Use Restrictions: Funds must go through the Welfare department, to recipients defined in one of the ways defined above.

Appropriations: Open-ended for fiscal year 1971.

Average Assistance: Varies greatly from state to state due to differences in state matching expenditures.

Program Accomplishments: None stated.

Washington Contact: Community Services Administration, Social and Rehabilitation Service, Department of Health, Education, and Welfare.

Local Contact: State or local public welfare agencies.

WORK INCENTIVE PROGRAM--CHILD CARE

Authorizing Statute: 42 U.S.C. 602, Section 402(a) (15), Social Security Act, Public Law 90-248, Section 201, 81 Stat. 877-878.

Administrator: Commissioner, Community Services Administration, Social and Rehabilitation Service, U.S. Department of Health, Education, and Welfare.

Nature of Program Activity: To provide child care services for AFDC mothers during their enrollment in the Work Incentive Program and, after they get employment, for as long as they need help in providing child care. Title IV-A of the Social Security Act requires that child care services be directed at development of the child rather than being simply custodial in nature.

Eligibility: The State agency designated to administer the State plan for AFDC.

Available Assistance: 75 percent Federal matching.

Use Restrictions: Funds may be used only for grants to States to pay for the provision of child care. Funds may not be used for construction or extensive renovation (by Administrative decision).

Appropriations: $56, 140, 000 (estimate), FY 1970; $12, 000, 000, FY 1969; $1, 000, 000, FY 1968.

Obligations: $16, 860, 000, FY 1970 (estimate); $9, 665, 000, FY 1969.

Average Assistance: The average grant for 51 participating States in FY 1970 was $300, 000.

Assistance Prerequisites: Agency must be designated as the single State agency to administer AFDC and assure that provision of child care services is subject to joint HEW-OEO-Labor Department Federal Interagency Day Care Requirements.

Program Accomplishments: As of December 1969, 61, 000 children of AFDC mothers in the Work Incentive Program were in child care.

Washington Contact: Director, Division of Child and Family Services, Community Services Administration, Social and Rehabilitation Service, U.S.

Department of Health, Education, and Welfare, Washington, D.C. 20201. (202) 963-6832.

Local Contact: State or County Administrators of Public Welfare.